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AUTHOR Tuttle, Frederick B., Jr.
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ABSTRACT

The Albion (New York) school district provides this guide to written composition instruction in its kindergarten through grade 12 curriculum because of the importance and necessity of writing, not only as a school activity but also as a lifelong intellectual, self-actualizing, and daily-living activity. Following a brief overview that summarizes the rationale for "composing as the curriculum," a scope and sequence chart considers topics and lessons for each grade, listing them by mode of discourse (description, narration, exposition, persuasion, and poetry). The remainder of the guide details sample writing activities drawn from the scope and sequence chart, presenting the activities by the steps in the "Albion Model" of the composing process (stimulus, prewriting, writing, workshopping, rewriting, and submission to an audience). (RI)

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COMPOSING AS THE CURRICULUM

A Guide for Instruction in Written Composition, Grades K-12

Frederick B. Tuttle, Jr.

Albion Public Schools
Albion, New York

1978

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FOREWARD

One of the most important tasks schools face is teaching their students how to write effectively. There are at least three reasons why everyone should learn to write.

First, we all need to learn to write in order to get the business of the world done, to fill out applications, to write letters, reports, and proposals, and to make outlines and draw up tables of organization.

Second, we need to learn to write because writing is a valuable intellectual tool. We write to transform thoughts into a more permanent form than speech. And through writing we can add to the general knowledge about culture which generations pass on to successive generations.

And, third, we need to write because in a mysterious way the physical and mental process allows us to learn who we are. When we write out our ideas about what our childhood was like, what we love and dislike most intensely, how we have changed over a period of time, of what we are proudest and most ashamed, what we see our future to be, we come to know ourselves in a way no other activity provides.

We believe, simply stated, that a subtle revolution is occurring with the teaching of writing, a change based upon what effective writers do as they compose. No longer do we view the composing process as an entirely lonely pursuit. Rather, except for the drafting stage--which must indeed be individual, personal, and solitary--the stages of the composing process (prewriting, writing and rewriting) can and should involve the writer with other knowledgeable and trusted readers, students as well as teachers.

We should like to extend the composing process to other mental activities and advance the notion that the composing process is, in a central way, a model by which humans perform a myriad of intellectual activities: write essays, describe scientific observations, react to pieces of literature, persuade others, solve mathematical problems, express feelings, find out aspects of themselves they never suspected before, and experience the joy of creativity. The composing process as a collaborative act becomes a model for teaching and learning: when students engage in the composing process, they learn how to think logically and observe more accurately, they learn how to develop their oral language skills, they learn how to listen to the feedback of others and to profit from that feedback, they learn how to master profound language skills--such as refining a controlling thesis and adjusting voice and diction to actual audiences--and they learn how to sharpen the mechanical skills of writing--such as spelling, punctuation, capitalization, and other conventions of standard written English.

As far as we know, such a curriculum project as this one with an aim of "Improving Basic Writing Skills, K-12" for both teachers and students in an entire school district is unique. The project came about in this way. In the fall of 1976, the Superintendent of Schools for the Albion School District, Dr. Douglas Houck, with the approval of the Board of Education, wished to have the teachers in the Albion School District, kindergarten through twelve, address themselves in a cooperative fashion to the solution of a major curriculum situation, in this case, the problem of improving the writing of students and the teaching of writing.

For the first academic year of the program, 1976-77, a series of inservice

workshops for the elementary and secondary school English teachers were conducted, the meetings which included these activities:

--studying the latest results of research, textbooks, and special materials on teaching writing.

--creating exemplary lessons on writing to be used with school children.

--sharpening discussion and planning skills.

--outlining a preliminary curriculum for teaching writing, K-12.

The program was continued for the next academic year, 1977-1978, with these major features:

--training teachers to act as teacher/consultants in teaching writing.

--refining the present student writing activities and creating new activities to make up examples of the major kinds of discourse for all grade levels.

--continuing to study the latest materials, papers, research results, and books on writing and the teaching of writing.

--developing and publishing a K-12 curriculum Guide for the teaching of writing in the Albion Public Schools.

Such a Guide, it was intended, would be useful for the teachers of the district throughout the school year and would include these features:

--a rationale for using the "composing as the curriculum" model as a basis for teaching written composition.

--a scope and sequence of suggested writing activities, K-12, including accompanying suggested activities in sentence combining, grammar, usage and diction, and the mechanics and conventions of writing.

--sample student activities in writing, prepared and refined cooperatively by consultants and teachers which demonstrate the major kinds of discourse.

--a bibliography of useful materials.

We wish to stress that this curriculum Guide, Composing as the Curriculum: A Guide for Instruction in Written Composition, K-12, is the result of intensive cooperative effort, involving many people over an extended period of time. School children, elementary school teachers, secondary school English teachers, administrators, and college consultants have all contributed to creating this Guide. Such a process, another form of the composing process which is the basis of the student writing activities, is absolutely essential, we are convinced, for the creation of a sound curriculum which, since they helped prepare it, teachers may be willing to put into practice and use for years to come. At times the composing process applied to curriculum development seemed a cumbersome method. We discussed and debated, sometimes fiercely, many issues: the seemingly inordinate amount of time needed for students to follow through the composing process, the kinds of discourse necessary for each grade level, the problem of following through the composing process in kindergarten and in the primary grades, the questions of the importance and placement of language skills (such as a command of spelling, punctuation, capitalization, standard usage, and the conventions of written English), the place of grammar and sentence combining in the writing curriculum, the problems of assessing and evaluating writing, and the format of a scope and sequence chart.

But by testing out our ideas on students and on each other, we arrived at procedures and positions which were logical, well supported by practice, and had survived the test of critical analysis. This Guide, we believe, is far stronger and more useful than it would have been if we had not analyzed and debated each issue in it; it is the result of two years of sustained work by a group of dedicated professionals.

Robert W. Blake
Frederick B. Tuttle, Jr.
SUC of New York at Brockport

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Mr. Robert Van Dusen, Primary School Principal
Mr. Ronald Sodoma, Waterport School Principal
Mrs. Betty Genter, Administrative Assistant

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Mr. John Greene, High School Principal and Assistant District Administrator
Mr. Frank Peter Balonek, High School English Chairman

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RATIONALE: OVERVIEW

This Overview of the Rationale presents in a summary fashion the assumptions upon which the Guide is based. Teachers wishing to make the best use of the Guide should initially read carefully this section before they put into practice any of the Sample Writing Activities.

OVERVIEW OF RATIONALE

Assumptions Underlying Teaching Writing

Assumption 1: Writing is a complex intellectual skill which nevertheless can be taught. We can't teach the genius of a Nathaniel Hawthorne or a William Faulkner, but we can make available to students the techniques which these writers--and all accomplished writers--use as they produce effective writing.

Assumption 2: Everyone, unless he or she is mentally retarded or psychologically damaged, can learn how to write. Just as we all learn how to speak, we can learn the complex skill of writing effectively by learning how to move through a number of clearly discernible stages.

Composing as the Curriculum: the Composing Process

The idea of "composing as the curriculum" is at the heart of the writing program and governs every aspect of it.

There are three major ideas which writers must keep in mind as they move through the composing process.

Basic Ideas for Writers

The first idea is that of message. Writers must rely upon themselves to answer the basic question, "What do I want to say?"

The second idea is that of audience. "For whom am I writing?" ask writers.

The third key idea is that of the writer's role or, to use the technical term, persona. Writers inevitably ask themselves, "What writer's role shall I assume?

Stages in the Composing Process

Assumption 3: Students need to be aware of and learn how to follow through the stages of the composing process: Prewriting, Drafting, Revising, and Editing. Based upon the writing of others on the composing process and on the suggestions by teachers working with their students, the following "Albion Model" of the composing process was developed: 1. Stimulus 2. Prewriting 3. Writing 4. Workshopping 5. Rewriting 6. Submission.

Modes of Discourse

Assumption 4: The most effective writers generally are those who control the widest variety of modes of discourse, assume the largest number of writers' roles (personae) for the greatest variety of audiences. This assumption formed

the basis for our consideration of the possible range of written discourse and for our insistence that students experience as many kinds of writing as possible. After extended discussion, we decided to use Aristotle's four categories of modes of discourse, with poetry added, as follows: Description, Narration, Exposition, Persuasion, and Poetry.

Sentence Combining (Building Sentences)

Assumption 5: The mature writer creates sentences which are complex and varied; practice in sentence combining increases this skill. We know that if students practice sentence combining problems of a special kind on a regular basis that they will produce sentences in their written compositions of greater structural variety and complexity than they would without sentence combining exercises.

Grammar

Assumption 6: Although a knowledge of English grammar does not contribute to effective writing, students can profit from an understanding of grammar as a subject matter which is in itself intellectually stimulating and from a basic knowledge of grammatical terminology as an aid to understanding rules governing formal standard usage. Teachers should make the study of formal English grammar as lively and interesting as possible, never forgetting that the study of grammar should not be substituted for instruction in writing.

Standard Usage and Diction

Assumption 7: In order to communicate effectively, especially in writing, students need to have a firm command of standard English usage and an extensive knowledge of English diction as well as methods for increasing their vocabularies and sensitivity to words. We take it for granted that students, in order to become effective writers, must use formal standard English and show an ever increasingly sophisticated sense of words, including the use of precise diction and figurative language.

Mechanics and Conventions

Assumption 8: The effective writer has a confident command of the mechanics of written communication (spelling, punctuation, and capitalization) and of the conventional format of written composition. Again, it is taken for granted that effective writers must spell, punctuate, capitalize, and produce pieces of writing which follow the conventions established by successful writers, what editors call "good, clean copy."

Workshopping

Assumption 9: Except for the first drafting stage in the composing process, students should be encouraged "to workshop," to take advantage of the other stages in the composing process--prewriting, revising, and editing--as opportunities for interacting with other people, both students and teachers, as a means for getting feedback about their writing.

Interaction, we are confident, is at the heart of the writing program. Generally we wanted teachers to establish an atmosphere in the writing classroom in which students learned to accept the teacher and other students as "trusted

readers," with whom they could trust their ideas and feelings.

Assessment and Evaluation

Assumption 10: Teachers and students need to measure growth in writing by assessing improvement in complete pieces of discourse by a valid measure, such as the holistic scoring evaluation of writing, the improvement in writing then which can be assigned a grade.

Writing Activities:

The rationale presents an abbreviated discussion of the theoretical basis for the Albion Writing Program, including a brief discussion of the stages in the composing process. In this section are practical models for implementing the composing process in classes at suggested grade levels. Although each lesson reflects a particular writing experience, it also follows the general pattern for teaching the composing process. These lessons have been cooperatively designed, implemented, and revised by classroom teachers and the consultants on the basis of results in the classroom. The lessons are categorized by grade level and mode of discourse.

We wish to emphasize that the lessons have been designed to teach students how to create complete pieces of discourse, not to become proficient in the skills accompanying the composing process. The skills of writing--such as mechanics, usage, and correct format--are taught through the composing process, not in isolation.

Finally, we have included only representative sample lessons at each grade level. As the curriculum develops, we assume teachers will develop many more writing experiences. Individual teachers should use these lessons as guides, adapting them for particular classes and students but, however, maintaining the general format of the lesson which implies moving through the composing process upon which the entire curriculum is based.

Scope and Sequence Chart

by

Grade Level

across

Modes, Writing Experiences, and Skills

Scope and Sequence: Lessons Included by Mode of Discourse and Grade Level

Kindergarten

Description:
- Writing a Description of the Wind
- Describing an Animal
- Creating a Story Experience Chart after a Walk Outside

Narration:
- Writing a "Beanstalk" Story
- Writing a Story after Reading Spring Stories
- Retelling the Story of Ferdinand the Bull
- Writing a Story after Reading Myth: How the Sun Was Brought Back to The Sky
- Creating a Storybook to Accompany Pictures Drawn by Children
- Writing a Story from Picture of the Three Bears

Exposition:
- Explaining a Process and Drawing a Picture after Reading "A Moth Is Born"
- Explaining a Trip to the Apple Orchard
- Writing about Water after Reading "Rain Drop Splash"

Persuasion:

Poetry:

First Grade

Description:
- Writing Sentences about Simple Pictures

Narration:
- Writing from Visuals
- Writing from Filmstrip about Dental Health
- Writing in One's Own Words What Happens in a Story, "The Man Who Didn't Wash His Dishes"
- Writing a Story from the Topic Sentence: "One Day I put on my magic jumping boots..."

Second Grade

Description:
- Describing What One Would Be Like from the Sentence: "If I Were a lamb, I would ..." and "If I Were a lion, I would ..."
- Describing Oneself
- Describing What One Would Be Like "If I were a butterfly..."

Narration:
- Writing a Story from a Picture

Third Grade

Description:
- Describing a Sensory Experience (Smell)

Narration:
- Writing a Story about a Constellation

Writing a Story Using the Topic Sentence "If I were Marvin, I Would..."
Writing a Four Sentence Short Story from Four Pictures
Writing Dialogue between Pupil and Teacher on Leak in the Roof

Exposition:
Explaining How to Make Butter
Retelling the Events of a Trip to Sibley's

Persuasion:

Poetry:

Writing a Story Book for a Filmstrip on "Care of Teeth"
Writing a Story about an Imaginary Animal

Exposition:
Writing Out Facts about an Animal
Writing Directions for Making a Snowman
Writing a Newspaper Article about an Activity in School Life

Persuasion:
Writing from a Sensory Experience (Smell)

Poetry:
Using Describing Words and Rhyming Words to Write a Poem about a Man from Mars

Fourth Grade

Description:
Describing Feelings after Listening to "Cloudburst"
Describing a Figure from American History

Narration:
Writing a Story from a Picture
Writing an Autobiography from Magazine Pictures

Exposition:
Describing a Process ("How to...")

Persuasion:

Poetry:
Writing Haiku from Film: "Haiku"

Fifth Grade

Description:

Narration:
Writing a Story from Film: "The Daisy"
Writing Stories from Pictures

Exposition:
Writing a Business Letter

Persuasion:

Poetry:
Writing Poetry from a Collage

Sixth Grade

Description:
- Using Adjectives to Describe Images from Film: "Pecos Bill"
- Describing a Character
- Writing from a Short Story: "Riders to the Earth
- Writing a Description Using the Senses
- Writing a Description of an Imaginary Animal
- Describing a Setting from a Poster

Narration:
- Writing a Researched Story (Legend)

Exposition:
- Explaining the Life Cycle of the Sea

Persuasion:
- Writing a Travel Advertisement

Poetry:
- Writing Haiku from Pictures

Seventh Grade

Description:
- Writing from a Picture on a Task Card

Narration:
- Writing a Planned Story, Step-by-Step
- Writing from Music and Reading (Sounder)

Persuasion:
- Writing from Dramatic Situation (Trial)

Poetry:
- Writing from Poem "The Rising of the Moon"

Eighth Grade

Description:
- Writing from a Prose Selection: "The White Table"

Narration:
- Writing from Film: "Rock in the Road"

Exposition:

Persuasion:

Poetry:

Ninth Grade

Description:
- Describing a Building
- Writing a Character Description from Contents of a Wallet

Narration:

Exposition:

Persuasion:

Poetry:

Tenth Grade

Description:

Narration:
- Writing a Story from Reading "The Verger"
- Writing Internal Dialogue from Point of View of Character from Story (e.g. Fortunato from "The Cask of Amontillado"
- Writing a Short Story from a Slide
- Writing a Friendly Letter from Point of View of Character from Crane's "The Bride Comes to Yellow Sky"

Exposition:
- Writing Extended Definition of "Friend" or "Friendship"

Persuasion:

Poetry:

Eleventh Grade

Description:
- Describing a Memorable Place *after* Reading "You've Got to Learn"
- Describing the "House of Usher"

Narration:
- Writing a Short Story from News Story

Exposition:
- Writing a Research Paper

Persuasion:
- Persuading Why or Why Not "The Devil and Tom Walker" is a Valuable Piece of Literature i Light of Faulkner's Nobel Acceptance Speech
- Writing a Persuasive Essay for or against Using Huckleberry Finn in the Classroom

Poetry:

Twelfth Grade

Description:
- Writing a Description of a Person Based Upon Chaucer's Descriptions of the Canterbury Pilgrims

Narration:
- Writing from an Assigned Topic

Exposition:
- Writing a Satire, Using as Models The Rape of the Lock and Gulliver's Travels

Writing an Expository Essay on a Topic Taken from Shelley's *Frankenstein*
Writing a Literary Research Paper, Comparing and Contrasting Two Related Pieces of Literature, *The Book of Job* and MacLeish's Play, *J.B.*

Persuasion:
Writing a Persuasive Letter to Company Complaining about a Product

Sample Writing Activities, Grades K-12

Grade Level: Kindergarten

Mode of Discourse: Description
Writing a Description of the Wind

Stimulus:
Reading of story, "Gilberto and the Wind" by Marie Halletts.

Prewriting:
Discussion of above story. From this discussion develop and write on board words describing wind. Ex. strong, kind, dangerous, gentle.

Writing:
Write on board, "If I Were the Wind, I'd _____". Each child imagines what he'd do. Teacher writes it down.

Rewriting:
Each child colors picture of his thought. Teacher writes the thought on the picture.

Submission:
Compose bulletin board of pictures and caption, "If I Were the Wind _____". Decide with the children which descriptive word to add to each picture--strong, kind, playful.

Grade Level: Kindergarten

Mode of Discourse: Description
Describing an Animal

Prewriting:
The children are asked to think of all of the animals they can and what those animals do. A discussion of this with the children naming animals they have thought of and particular characteristics, habits or what they do, follows. The children then close their eyes and imagine themselves as an animal.

Writing:
After the motivation, the child is given a sheet of paper and crayons, and is given an opportunity to produce a picture of himself as the animal which he has imagined himself. As the children are drawing and working on this, the teacher moves from child to child and writes in one or two sentences, "If I could be an animal, I would be a ..." The child finishes the sentence with his or her own statement as to what he or she imagines themself.

The sentence that the child finishes, completing the idea of what animal they would be could be considered their rough draft. The teacher may ask the child to describe the animal more or tell more about it, or ask why they picked their particular animal. From this discussion, the teacher may help the child expand upon their original idea to a finished sentence which is more descriptive and complete.

Skills Instruction:
One of the most important skills covered at this level is establishing the concept of moving from left to right in reading and writing. The children

observe the teacher writing the sentence they give from the left to the right and see the teacher, as she reads, pointing to the words and moving in a left to right direction.

Other concepts include using capital letters at the beginning of the sentence and small letters through the rest of it.

The skill of discriminating beginning, middle, and final sounds of letters is also a skill that is learned as the child picks out letters and determines the sound they make in the particular word.

Other skills include the use of punctuation which the child sees the teacher employing, whether it is a period, question mark, or exclamation point, at the end of the sentence.

Rewriting:

The teacher then writes the sentence(s) on the child's paper as the child watches. When all the children are finished and all of their ideas have been written down, the pictures and sentences can be discussed by the group.

Grade Level: Kindergarten

Mode of Discourse: Description
Creating a Story Experience
Chart after a Walk Outside

Prewriting:

On a warm breezy, "puddly" day teacher and children take a walk outside for the pure pleasure of being away from the classroom and feeling as free as a breeze.

Writing:

The thought for the experience chart came from a child's comment heard during the walk--"Blow, wind! Blow!" Teacher and children developed the following experience chart:

4. BLOW, WIND! BLOW!
2. HI, SUN!
5. BLOW ME AWAY!
1. I WAVED TO THE SUN.
3. HI, CLOUDS!
6. LET'S JUMP PUDDLES.
7. IT'S A NICE DAY.

Skills Instruction:

1. Directionality--pointing out words read from left to right.
2. Repetition of words, such as "Blow!"
3. Encouraging spontaneous letter recognition by some children.

Workshopping:

1. Getting children to express themselves in complete thoughts.
2. Keeping children to the theme of the chart.

Rewriting:

For a smoother, more flowing story, we worked together, numbering our statements to use for ditto copy as follows:

SPRING

I WAVED TO THE SUN.
HI, SUN!
HI, CLOUDS!
BLOW, WIND! BLOW!
BLOW ME AWAY!
LET'S JUMP PUDDLES.
IT'S A NICE DAY.

Pictures of the walk were colored the next day. Story was stapled to the picture.

This activity took approximately twenty minutes from beginning to the end of the re-numbering of the sentences. This is a good length of time for kindergarten children.

Grade Level: Kindergarten

Mode of Discourse: Narration
Writing a Beanstalk Story

Stimulus:

Introduce the story of "Jack and the Beanstalk" in any particular form available to the teacher (book, filmstrip, record, etc.)

Prewriting:

1. Discuss what happened in the story and if events like these could really take place in our world today. Introduce the idea of the students growing their own beanstalks.
2. Discuss what will happen to the seeds, whether or not they are magical as those in the story and what seeds usually need to grow in our environment (light, sun, water, something warm to grow in).

Writing:

First (rough) draft-Write down what students think will happen to the seeds and what they can do to make the seeds grow. (Much of this information will have been discussed in the prewriting section.)

Skills Instruction:

Write the students' ideas as the beginning of a story of their beanstalks. Concentrate on getting their ideas into a logical sequence. Add capital letters and correct punctuation where necessary. (Ask students for suggestions, whether or not capitalization of particular letters, certain punctuation, is needed.)

Workshops:

Follow the growth of the beanstalks for a predetermined length of time, adding a few of the students' ideas to the original (rough) draft of the story every few days. After a certain length of time, finish the story with the students' concluding ideas and thoughts, such as: what happened compared to their original ideas, how they felt about what did or did not happen.

Rewriting:

Second (final) draft-Write the whole story as a class incorporating ideas from the first draft and the subsequent sections with concluding ideas included in the revision/sharing area. Include correct grammar, punctuation, etc., from instruction in the particular skills stressed in the writing area. (Optional) Since the teacher must do the actual (physical) writing at this particular grade level, pictures illustrating various sections of the story may be added in this area.

Submission:

Read the final draft of the story to the class. (Show pictures if they were included.) Discuss what happened in their story. Compare their story to the

original "Jack and the Beanstalk." Let the children discuss how they felt about their story. (Optional) Prepare copies of the children's story and give each student a copy of their own beanstalk story.

Grade Level: Kindergarten

Mode of Discourse: Narration
Writing a Story after Reading Spring Stories

Prewriting:

Children heard several spring stories: "Pussy Willow," "Really Spring," "Spring Things," "Let's Find Out About Spring" and talked about the various things that they learned about spring. List things the children felt, saw, heard, smelled and touched on chart paper.

Writing:

Write a story on ditto for each child about spring "The Spring Story", using the various things from the chart, from things the children learned from the stories they heard and from their own observations.

Each child should choose a few spring ideas and make his or her own book by drawing a picture and having a caption written under the picture telling about the picture.

Parents might help the children read their own stories and the class story as well.

Rewriting:

Children change their stories if they wish with the parents or teacher's aid.

Children share each others books, look at the pictures and learn what the books are about.

Grade Level: Kindergarten

Mode of Discourse: Narration
Retelling the Story of Ferdinand the Bull

Prewriting:

The children were motivated by the book and story record of Ferdinand.

Writing:

This was done in two ways.

The class worked as a group to retell the story of Ferdinand. I wrote the story as they dictated it.

Skills:

Capitalization-name of someone and title of a story. Expressing thoughts in sentences versus one or two word phrases. Moving from left to right when writing and reading.

Workshop:

At this level, much of the discussion is between teacher and student. When a child makes a one or two word observation, the teacher tries to get the child to expand the thought into a sentence. We try to get the children to remember the story in sequence.

Individuals drew pictures describing the events or an event in the story. I then wrote about the picture as directed by the child.

Rewriting:

1. For the group story, rewriting would be necessary if ideas were written as given by the children with no attention paid to story sequence.
2. When describing the pictures, rewriting would be necessary if the child's original description was expanded upon.

Grade Level: Kindergarten

Mode of Discourse: Narration
Writing a Story after Reading Myth: How the Sun Was Brought Back to the Sky

Stimulus:

Reading the book How the Sun Was Brought Back to the Sky by Mirra Ginsburg.

Prewriting:

1. We discussed the story and the sequence of events, which animals were included in the story.
2. First Rough Draft. Each child drew a picture describing part of the story sequence.

Writing:

The teacher must write the actual story since the children cannot. The children may tell the sequence of the story as it should be written.

Workshop:

The children check each other's pictures to see if each has included the right objects in their drawing. We did this together as a group. We read the story as each child held up his picture for the other children to check.

Rewriting:

Some children had to re-draw their pictures to improve details or for neatness.

Submission:

The children helped put the book together in the paper sequence. We made a cover and inserted rings to hold the book together. The children took turns taking the book home to share with their families.

Grade Level: Kindergarten

Mode of Discourse; Narration
Creating a Storybook to Accompany Pictures Drawn by Children

Prewriting:

Before introduction of this activity, the children have shared many experiences, telling stories about their drawings. Storybooks are a logical next step. Often a particular occasion such as a birthday or a shared experience presents the opportunity to suggest the idea of a book.

Writing:

Child and teacher sit together. Teacher writes down what child tells him or her.

Skills:

1. Expanding a single idea into a longer story using imagination--creative thinking.
2. Developing the continuity of a story (story sequence).
3. Developing and reinforcing the concept of left to right progression.
4. Reinforcing listening and visual skills needed for reading later on.
   a. Repetition of words
   b. Rhyming words
   c. Familiar words (consonant sounds learned) and even new words
   d. Familiar letters
   e. Punctuation marks
5. Develop an awareness of what reading is all about.
   a. Letters making words
   b. Words making sentences
   c. Sentences making stories
   d. Stories being fun to read
6. Develop the concept that stories have a theme.
7. Develop the concept that stories have beginnings, middles, and endings.

Workshop:

1. Helping the story teller to keep to the theme.
2. Helping the story teller to express complete thoughts.
3. Helping the story teller to think in imaginative ways--adding interesting details.

Rewriting:

Teacher rewrites what the child wishes to say now about his or her pictures after skill development and workshopping, for example:

THE SPRING BOOK
by
Jennifer

These are the wild geese. They are going to their nests.	Picture of Wild Geese
The leaves are getting ready to pop!	Picture of Budding Leaves on Tree
My grandmother is getting ready to go on her vacation. Grandpa is going,too.	Picture of House with Grandmother and Grandpa
The flowers are growing now. I am going to come out and water them.	Picture of Flowers in the Sunshine

The End

Possibly this entire project is done as one would work in the workshop stage. Corrections and rethinking are done as the book is formed, page by page.

Grade Level: Kindergarten

Mode of Discourse: Narration
Writing Story from Picture of The Three Bears

Stimulus:
Show the class a picture of the three bears standing by Goldilock's bed as she wakes up.

Prewriting:
Ask each child to tell how he or she would feel upon awakening and seeing three bears standing by the bed. They may express their thoughts to a tape recorder or to the teacher.

Writing:
List all the thoughts on the board or on newsprint. (Story Chart)

Rewriting:
1. Read what was written aloud to the children. Explain that a story could be made. Ask them if some of the ideas were the same. Suggest that for a story we could use some but perhaps not all of the ideas. Let them help decide which thoughts were different, and which ones they would like to use. Explain that now we have a shorter story if we do not use all the sentences. Let them understand that now there is a story about different ways people might feel about the three bears. Have students choose between words where appropriate.
2. Copy the Chart Story in its shorter form.

Follow-up:
Re-read the story aloud to the children.

Grade Level: Kindergarten

Mode of Discourse: Exposition
Explaining a Process and Drawing Pictures after Reading "A Moth is Born"

Stimulus:
Read the story, "A Moth is Born" by Herbert B. Walker.

Prewriting:
As the story is read, discuss the parts of the story. What was the first thing that happened in our story? What happened after the caterpillar ate and ate? etc.

Writing:
The children tell the story back to me. I record their thoughts on the board. The story is read back to the children.

Workshop and Skills:
Children change order of events to correspond to actual events in the story.

Rewriting:
Corrected story is written by the teacher on chart paper. Pictures are drawn to portray different aspects in a moth's life. Each child tells his part of the story and his thoughts are recorded on his picture.

Submission:
Chart story is displayed with pictures arranged by sequence of events. This is decided by the children.

Grade Level: Kindergarten

Mode of Discourse: Exposition
Explaining a Trip to Apple Orchard

Stimulus:
Plan a trip to an apple orchard. Children can pick their own apple to bring back to school.

Prewriting:
Make and eat the applesauce. Have the children help and encourage them to discuss what they are doing.

Writing:
The progression of the story from the trip to the eating of the applesauce is reviewed and written down as dictated by the students.

Skill:
Use complete sentences and emphasize end marks and capital letters.

At the kindergarten level, we try to encourage the children to organize their thoughts so that the story, when dictated, will be in proper sequence and will not require any rewriting.

Rewriting:
Read the exposition to the class, making sure the sequence is correct. Ditto the story. Have the children draw a picture of some aspect that they like to remember and attach to the story.
This could be done as a trip to the grocery store to purchase something that will later be made.

Grade Level: Kindergarten

Mode of Discourse: Exposition
Writing about Water after Reading "Rain Drop Splash"

Prewriting:
1. Read "Rain Drop Splash" by Alvin Tresselt-along with some basic scientific information about rain and water.
2. Discussion about bodies of water the children have seen-lakes, oceans, rivers, puddles, etc. (provide pictures to help the conversation).

3. Bail some water to teach words like "water vapor" and "evaporate".
4. Let an ice cube melt in a glass jar.
5. Water play-i.e.-wash doll dishes, blow bubbles, do sink or floor experiments, pour water from one container to another, etc.
6. General review-discussion of all activities done with water.

Writing:
1. Write each child's plan for his (or her) picture on chalkboard.
2. Children will put their thoughts on paper by way of a drawing about something they either did with or learned about water.

Rewriting:
Record each child's story about their picture on the drawing.

Submission:
Place all pictures with stories on a large bulletin board entitled, "Splishy, Splashy Water" or some other appropriate caption.

Grade Level: 1

Mode of Discourse: Description
Writing Sentences about Simple Pictures

Prewriting:
1. Picture presented on the top of a printing paper, e.g. a bunny and sunflower smiling at each other.
2. Discussion of the picture and introduction to some words which may or may not be used. The more difficult words may be placed on the board, e.g. Easter, sunflower.

Writing:
Using the dictionary and reading books along with the words on the board the students may want to use, the student writes a sentence or two about the picture.
The next day, the stories are read as is and the students orally discuss them and decide how well written they are. The authors remain anonymous.

Rewriting:
None is required. The children are given a new picture paper the next day and the process is repeated.

Grade Level: 1

Mode of Discourse: Narration
Writing from Visuals

Prewriting:
1. Begin with one visual, e.g. , on one side of newsprint. Have students tell what they think it may be, e.g. a crown for a queen, and write what they say beside the image. (This exercise helps students verbalize images.)

2. Put three related pictures across the top of a sheet of newsprint, e.g. man and boy with tools, man cutting wood while boy watches, man and boy building a bird house. Have students call out every thing they see in the first picture and list words under the picture. Repeat with second and third pictures. Finally, have students tell a story about the pictures, beginning with the first, then the second, and finally the third. (This exercise builds on the first, extending the verbalizing into a short narration.)

Writing:

3. Put a picture on top of a sheet of newsprint and ask students to begin a story. Then add another picture and continue the story. Repeat for about five pictures, writing the students' words under the appropriate picture.

Rewriting:

4. Read the entire story to the class, asking them if they believe there should be any changes. If they do not have any, select one or two words in the story and ask for other words which mean the same thing. Write all the alternatives on the board and ask the students to select the one they like the best. (This familiarizes the students with the revision process for future development.)

Prewriting Modifications for more advanced writing:

1. Instead of asking for the story line during the prewriting, ask for detailed character descriptions of the men or the daisy. Then ask students to put him or the daisy in a different environment, such as a city, and compose a story. Before having them work alone, however, discuss possible events that might take place there with this character.

2. Stop the film before the girl picks the daisy and ask students to continue the story, providing additional conflict and a conclusion. From this discussion have students write narrations following the same types of conflict and plot structure but with different characters and events. Before having them work individually, discuss some possibilities.

Grade Level: 1

Mode of Discourse: Narration
Writing from a filmstrip
about Dental Health

Prewriting:

1. Children view a filmstrip about dental health.
2. Teacher and children discuss the film and what makes teeth happy and healthy.
3. Mr. Happy Tooth is introduced by the teacher. Each child makes Mr. Happy Tooth from a simple outline of a tooth.
4. Children discuss in small groups why Mr. Happy Tooth is happy.
5. Children discuss their ideas with the teacher.
6. Children suggest words they may need for their writing. Teacher writes words on the board.

Writing:

1. Children complete a sentence about Mr. Happy Tooth. They are encouraged to try writing their own sentence in addition to the one they complete.

Workshop:
Children share their writing in small groups. They may make suggestions to each other.

Skills:
Teacher meets with each child to make necessary corrections, especially regarding sentences and periods.

Rewriting:
1. Each child copies his sentence or sentences for a final copy.
2. Teacher gives praise to each child's final copy.
3. Teacher makes a big book with all the stories.
4. Children share this book and then give it to another class for their enjoyment.

Grade Level: 1

Mode of Discourse: Narration
Writing in One's Own Words
What Happens in a Story

Prewriting:
1. Read and discuss a story, "The Man Who Didn't Wash His Dishes" by Phyllis Krasilovsky and illustrated by Barbara Cooney.
2. Show illustrations.
3. Discuss the main idea of the story. Write some of the ideas on the board.
4. Discuss the various reasons why the man didn't want to wash his dishes.
5. Discuss some pertinent vocabulary words and list on the board.
6. Children take a five minute break to discuss their ideas about the story with a friend.

Writing:
The children are asked to write about their feelings toward the story on scrap paper.

Skills:
1. At this level, capitals and punctuation (period, exclamation point, question mark) are emphasized.
2. Sentence structure is stressed (as versus phrases).

Rewriting:
1. Students now share their stories during a listening/story period with each other.
2. Corrections are made.
3. Papers which have been corrected are now rewritten.
4. A picture is drawn with crayon, depicting their story and then attached to their paper.

Grade Level: 1

Mode of Discourse: Narration
Writing a Story from the Topic Sentence: "One day I put on my magic jumping boots..."

Prewriting:

A poem about jumping is read to the children, talked about, and acted out. The children then pretend they have a pair of magic jumping boots. They discuss some of the places they could visit and some of the things they could do when they wear their magic boots.

Writing:

After discussion, the children tell a story that begins: "One day I put on my magic jumping boots..."

The children tell where they went and what they saw or did. The teacher writes down the story for each child. The children then create pictures to go with their stories.

Skills:

1. Formulating sentences
2. Creative thinking
3. Sequencing

Submission:

The children shared their stories and pictures with their classmates.

Grade Level: 2

Mode of Discourse: Description
Describing What One Would Be Like from the Sentences: "If I were a lamb, I would..." and "If I were a lion, I would..."

Prewriting:

1. The children attended a program entitled "March Winds," which was put on by the third graders.
2. After the presentation, the teacher and children reviewed what they had learned, and the teacher listed the different kinds of winds on the chalkboard.
3. The teacher read out loud a poem "March Wind" by Carol Thompson Smith. The poem was on mimeographed sheets so each child could have his or her own copy to look at.
4. The class then talked about the changes to be expected in March, including the saying, "March comes in like a lion and goes out like a lamb." The characteristics of both the lion and the lamb were listed on the chalkboard. The characteristics were related to the weather changes. (In a sense, we attributed animal characterizations to different kinds of weather.)

Writing:

The children pretended that they were either lions or lambs, and they were asked to complete the following open ended sentences: "If I were a lamb, I would..." "If I were a lion, I would..." Pictures were drawn to illustrate the stories.

Skills Instruction:

The children checked their stories for capitalization, spelling, and punctuation errors and then were asked to meet individually with their teacher to make any other needed corrections.

Rewriting:

1. The children shared their stories with friends. Their friends made suggestions to help make the sentences more interesting by adding adjectives or picture words.
2. The children rewrote their stories and made any necessary changes in punctuation, capitalization, spelling, grammar, sequence of events, or addition of picture words.

Submission:

The children cut out from construction paper lamb and lion shapes. They wrote their stories on the shape that matched the animal story. The animal shapes with the stories were used in a hall bulletin board display for the month of March.

Grade Level: 2

Mode of Discourse: Description
Describing Oneself

Prewriting:

1. Poems by Shel Silversteing are read orally: "Forgotten Language," "The Worst," and "Pretending."
2. Poems are discussed with the whole class.
3. Children are asked to say what they would like to be and how they would like to look.

Writing:

Children are asked to write a composition which answers this question: "If you could be anything or anyone you wanted to be today, what would you be and why?"

Skills:

1. Elements of Narration (imaginative story with a beginning, middle, and ending).
2. Vocabulary
3. Capital Letters
4. Spelling
5. Punctuation
6. Elements of Description

Rewriting:

1. Children share stories with partners, responding to these questions:
   a. Does it read okay?
   b. Does it need more?
2. Each child reads his or her story with the teacher, editing for errors in spelling, punctuation, and capitalization.
3. Children copy over revised compositions.
4. Children draw pictures of what they think they look like.

Grade Level: 2

Mode of Discourse: Description
Describing What One Would Be
Like "If I were a butterfly..."

Prewriting:

1. The poem "The Caterpillar" by Christina Rossetti was read to the children and was then discussed in class.
2. A writing center was set up with the following materials: butterfly pattern, tape recorder, and drawing paper.
3. Children were instructed to design their own butterfly.

Writing:

Children finished the following: "If I were a butterfly, I would..."

Rewriting:

1. Children tell the teacher how they want to finish the stimulus and then record their statements on the tape recorder.
2. The teacher writes out what the children have said on tape and attaches the sentences to the children's pictures.

Grade Level: 2

Mode of Discourse: Narration
Writing a Story from a Picture

Stimulus:

Picture of a small child and a man. They both have paint brushes in their hands. The man is on the first step of a ladder. The little girl just reached over and painted the man's knee.

Prewriting:

Discuss the picture with the class. What is happening? What is the relationship between the child and the man? Discuss ages, names, colors, etc. List the ideas on the board.

Writing:

Review discussion. Have each student write a paragraph describing what is happening in the story.

Workshop:

Have students work in pairs. They should look for the following: complete sentences, capital letters, and end marks. They should also discuss the effectiveness of the composition in relating what was happening in the picture.

Rewriting:

Have the students rewrite the compositions on the basis of the discussion.

Prewriting:

Discuss what might have happened before the scene in the picture. List the students' suggestions on the board.

Writing:

Have students write a paragraph telling what happened before the scene in the picture.

Workshop:
Again, have students work in pairs checking to see if the composition tells what happened before the scene in the picture. They should also check for complete sentences, capitals, and end marks.

Rewriting:
Have students rewrite their compositions making appropriate changes.

Prewriting:
Have students discuss what might have happened after the scene in the picture. Write their ideas on the board.

Writing:
Have students write a composition telling what happened after the scene in the picture.

Workshop:
Have students work in pairs checking to see if the compositions tell what happened after the scene. They should also check complete sentences, capitals, and end marks.

Rewriting:
Have students rewrite their compositions making appropriate changes.

Prewriting:
Using three paragraphs you have written showing the three stages, discuss the complete story with the students.

Writing:
Have students put their three compositions together into one story with a beginning, middle, and end.

Skills:
Using your story, ask students for words which help the reader move from one paragraph or idea to another (transitions). List these and others on the board.

Workshop:
Have students work in pairs reading each other's stories, checking interest and sequence of ideas. Then have them discuss words from the list on the board they might use to introduce paragraphs and sentences.

Rewriting:
Have students rewrite their stories based on the suggestions made during the workshop or by the teacher during individual conferences.

Skills Taught:
complete sentences
capitals
end marks
transitions
sequence
beginning, middle and end

Grade Level: 2

Mode of Discourse: Narration
Writing a Story Using the Topic Sentence "If I were Marvin, I Would..."

Prewriting:

1. The children read a story called "Marvin's Manhole," about a curious little boy with an active imagination. The story relates Marvin's experiences with a manhole and the scary thing he imagined lived in the manhole.
2. After reading the story, we discussed the parts each one enjoyed the most. Then we pretended we were Marvin and told what we though about the manhole and what we might have done.

Writing:

Each child pretended he or she was Marvin and wrote down the things Marvin would think and do after he saw that "funny cage-like thing beside the curb." (storm drain grate). They used this as a story starter: "If I were Marvin..."

Rewriting:

1. The next day the stories were returned, after having been read by the teacher, and those children who wanted to read their stories aloud for the entire class were given the opportunity.

Skills:

After sharing their stories, the children reviewed the skills to remember when revising a story.

a. Spelling
b. Capitalization
c. Punctuation
d. Vocabulary
e. Use of Connectors (and, but)
f. Sequence

2. Children divided into pairs to work on revisions.
3. Each student rewrote his or her story, making the recommended revisions and corrections.

Submission:

The children handed in their stories, and the teacher gave an oral reaction to each story.

Grade Level: 2

Mode of Discourse: Narration
Writing a Four Sentence Short Story from Four Pictures

Prewriting:

1. Using selections from the reading series, discuss order in which things happen in a given story or picture sequence or at home when we prepare to do things.
2. Discuss four pictures which show a sequence of events.
3. Have students put pictures in sequence.
4. Students write a sentence for each picture.

Writing:

Students write a first draft short story from sentences and pictures previously discussed.

Rewriting:
1. Teacher checks spelling and use of periods and capital letters.
2. Students read stories to each other for feedback.

Submission:
Revised and edited stories are turned in with corrections. Stories, with illustrations, are put up on bulletin boards.

Grade Level: 2

Mode of Discourse: Narration
Writing Dialogue between Pupil and Teacher on Leak in the Roof

Prewriting:
1. One can easily take advantage of an experience in the classroom shared by all and match that experience to a comic strip, cartoon, or picture. In this case, the classroom ceiling had developed a leak, and the teacher was able to find a picture of a student and teacher watching a similar leak dripping into the classroom wastebasket.
2. The picture was passed around to the whole group. Words were gathered and written on the board to describe the picture. Those words that pertained to the main problem in the picture were checked.

Writing:
1. Each child was asked to write sentences of dialogue which they thought took place between the student and teacher in the picture using some of the words from the list.

Skills Instruction:
Comic strips and cartoons were discussed. Since the end product was to be dialogue placed in cartoon balloons, ballooning was discussed and examples given. Main idea of the picture was discussed.

Workshop:
Each person was asked to read out loud to the group what he or she thought was being said by the characters in the picture (one or two sentences per student). Suggestions were given if necessary.

Rewriting:
Papers were passed in. If time had permitted, the teacher would have each child correct any errors and recopy. However, the teacher simply recopied each piece of dialogue in a separate cartoon balloon.
Picture and balloons were glued on a large piece of construction paper and displayed for all to read.

Grade Level: 2

Mode of Discourse: Exposition
Explaining How to Make Butter

Prewriting:

1. Make butter with the students. After the ingredients are in the jar, pass it around to students seated in circle.
2. As each student gets the jar, he/she should shake it. All can discuss what they are doing at each stage and the feelings about the activity. Record their comments on tape.
3. When the butter is made, pour liquid into cups and let each student taste the buttermilk.
4. Spread the butter on bread and taste.
5. Listen to the tape and jot down steps and class comments on board or newsprint.

Writing:

Ask the students to write a description of how to make butter. They can insert their personal reactions to each stage.

Rewriting:

1. Students can read their descriptions to each other to see if they left out any steps.
2. If they did leave out steps, they can insert them in the paper.

Grade Level: 2

Mode of Discourse: Exposition
Retelling the Events of a
Field Trip to Sibley's

Prewriting:

Begin with a field trip, e.g. to Sibley's. Upon return from the trip discuss the trip with an emphasis on the most interesting, enjoyable, or exciting part. List some of the students' comments on the board.

Writing:

Have students write what they can about the trip. If they are unable to find the "correct" word or are unable to spell a chosen word, tell them to leave the space blank or try to spell it by sound.

Collect the stories, read them, and write notes to the individual students about the stories. These notes could contain suggested words or phrases or could just ask for detail.

Meet with each student and go over the story and the notes. Read the story with the notes inserted.

Rewriting:

Have each student rewrite his or her story about the field trip.

Follow-up:

Have each student make a diorama of his or her story. Have them discuss the dioramas and read the stories to each other.

Grade Level: 3

Mode of Discourse: Description
Describing a Sensory Experience
(Smell)

Stimulus:
Smells

Prewriting:
1. Using smells in 35 mm film cans, have various students smell the contents and describe the odor.
2. Ask them to recall the first time they smelled something like that. Pursue the question, asking for description of place, activity, people present at the time, etc. Record the information on the board.

Writing:
Ask the students, either individually or as a group, to write a description of the place and, especially, the smell.

Skills:
1. Have students exchange papers with partners.
2. As the read the compositions, the students should indicate three places where the writer could add a modifier.
3. When the papers are returned, have the writers list 1, 2, 3 at the bottom of the page and put three lines after each number.
   1. _____, _____, _____
   2. _____, _____, _____
   3. _____, _____, _____
4. On each of these lines the writer should put a word that would fit in the spot indicated by the reader.
5. Finally, the writer should circle the word which is most appropriat for the indicated position in the composition.

Rewriting:
The students should add the new words to the description and rewrite the draft.

Grade Level: 3

Mode of Discourse: Narration
Writing a Story about a
Constellation

Prewriting:
1. The children read a story, "The Mystery," from their basal reader. As we discussed the story, an immediate interest in the constellations was evident. The children wanted to learn more about the constellations told about in the story.

Alter a basic introduction to encyclopedias, each child chose a constellation and sought out more information from the encyclopedias and other sources.

2. The children decided to play the roles of their constellations and to write fantasies about themselves. Many ideas for a story were discussed:
   a. How they came into being.
   b. Their relationship with the other stars in the sky.
   c. Possible conflicts with the other constellations.
   d. If a spaceship comes to visit them from earth, what would it find?

Writing:

The children put their ideas on paper. They then organized their ideas into a sequence. They reviewed this sequence in terms of a beginning, a middle, and an end to their story. They then chose a title for their fantasy.

Skills Instruction:

Instruction was based primarily on their ability to put their ideas in proper sequence and to capitalize and punctuate properly.

Workshop:

The children worked in pairs, and each read the other's story. They shared ideas in order to make their fantasies more interesting and checked each other's work for complete sentences, correct punctuation and capitalization, and sequencing.

They incorporated the ideas from other children and revised their writings.

Rewriting:

The children completed a fantasy about a constellation in their best handwriting. Those children, who desired to do so read their stories to the class. The following is an example of one narrative.

From Centaurus to Seahorse

One day, for an unknown reason, Centaurus spun out of its normal orbit. The main part of the constellation fell to the earth.

The horse part fell into the ocean and grew a wirly tail. And so today we have the Seahorse.

Related Activities:

1. Use of encyclopedias and other resource material.
2. Use of A-V equipment.
3. Setting up of a display of their constellation pictures.
4. Observing of constellations in the sky at night.

Grade Level: 3

Mode of Discourse: Narration
Writing a Story Book for a Filmstrip on "Care of the Teeth"

Prewriting:

1. Discussion of the following stimuli:
   a. Mrs. Licht's talk on "Care of Teeth"
   b. Filmstrip on "Care of Teeth"
   c. Posters on bulletin board
   d. Production of own play "Jim Visits His Dentist Father"
2. Discussion of types of stories that we read, concerning outcomes (fairy tales, tall tales, etc.).
3. Making a word list of words that could be used in writing.
4. Deciding type of story to write.

Writing:

1. Write a first draft.

Skills Instruction:

1. Punctuation marks at beginning and end of sentences.
2. Beginning and ending of sentences (run-on sentences).

2. Take a paragraph from a student's paper and reproduce it on board.
3. Circle words that need capitals.
4. Place an X where punctuation marks are needed.
5. Put a line through unnecessary words.

Rewriting:

This was done individually. Children have not yet learned to work constructively in small groups.

Worked on story booklets with covers and illustrated pages. The following is an example of the booklets produced:

SPIDER-MAN Helps Dan
by
Donald Mager

Dan was at school watching filmstrips on teeth. But he didn't want to brush his teeth. So while he was watching T.V. he heard something knock on the door. It was a creepy monster. He came in. Dan was scared. The monster pulled on Dan's teeth. Dan ran and ran. When he stopped he began to cry. Soon something came out of the sky. It was Spider-Man! He said, "Why are you crying?" "A creepy monster took my teeth." Spidey said. "Maybe he did that because you didn't want to brush." Dan said. "Ya, I guess so, but if you git my teeth back I would take good care of them." "O.K., but you have to take good care of them." And then without a sound he was off to get the teeth.

Soon he found the cave were the monster was. He smashed the monster to bits.

Now he could get the teeth. Then he found Dan's teeth. Spidey said. "Bingo! I found the teeth." Then he went back to Dan. From then on Dan took good care of his teeth.

The End

Submission:

The stories were shared, and the booklets were placed in the Library Corner.

Grade Level: 3

Mode of Discourse: Narration
Writing a Story about an
Imaginary Animal

Prewriting:

1. Pupils read a story about an imaginary bird.
2. Pupils discuss the bird with each other and with the teacher.
3. Pupils dramatize the story of the bird.
4. With lights turned off, pupils close their eyes to "see" their own imaginary birds. Pupils describe orally their birds.
5. Pupils draw a picture of their imaginary bird.

Writing:

1. Teacher writes on board, "I saw a bird..." and asks pupils to finish the sentence on scrap paper.

Workshop Activity:

Each pupil reads his sentence to another pupil.

Skills Instruction:

Teacher uses flash cards to show pupils interesting descriptive words.

Rewriting:

1. Pupils rewrite their sentences, concentrating on correct spelling and on interesting sentences.
2. Each pupil reads aloud his sentence to another pupil and then to the entire group.
3. The teacher reads the sentences and makes oral suggestions about improving the sentences to each pupil.
4. Pupils rewrite their sentences and copy them onto the pictures they had drawn.

Grade Level: 3

Mode of Discourse: Exposition
Writing Out Facts about an Animal

Prewriting:

1. One or more of the following stimuli can be used:
   a. Unit on the use of the encyclopedia as a resource book.
   b. National Wildlife Week stimulates children's interest in animals.
   c. Story, "The Last Blue Whale," in the Holt Series, Level 10, stimulates interest in finding facts about animals.
2. Discussion of many animals we have seen (pictures of and on TV) or heard about that we would like to know more about.
3. Child chooses one animal he or she would like to know more about. (A list of animal names was posted in an area in the classroom from which children could make their selections).
4. Discussion to develop a good understanding of what a fact is.
5. Lesson on the use of the encyclopedia as a resource book.
6. Discussion of use of library books as a resource tool. A supply of books about animals was brought into the classroom from the school library. Children also brought books from home and from the public library.
7. During the first week the children read material about the animal they had selected. Children shared the information read with others orally.

Writing:

During the second week the children wrote out ten interesting facts they had found out about the animal they had selected. Students shared the facts he or she had found with the teacher, who met individually with all students.

Skills Instruction:

1. Teacher instructs students not to copy facts exactly as they are written in the source from which they take them. The following process is stressed: READ--REWORD--WRITE.
2. Mechanical skills--lessons in capitalization, punctuation, and spelling.
3. Stylistic skills--sentence structure, order of facts, and handwriting.

Rewriting:

1. Students examined their written facts, concentrating on the skills emphasized above and made corrections. The teacher meets with some individuals having difficulty.
2. The students copied their facts over on white lined paper, skipping lines between each fact.
3. Each student drew a picture of his or her animal.
4. A construction paper folder was made to cover the fact paper and picture.

Submission:

The booklets were placed on the library table where they could be read by students and teacher. They were enjoyed by all.

Grade Level: 3

Mode of Discourse: Exposition
Writing Directions for Making a Snowman

Prewriting:

Most children are interested in making snowmen.

1. Pictures were put up on the window shades and on one of the doors.
2. Children wrote in their journals everything they could think of about making snowmen. On another paper, they listed, in order, the things to be done in making a snowman.

Writing:

The second day they referred to their notes of the previous day and wrote directions in paragraph form for making snowmen.

Workshop:

On the third day, each student chose a partner and read to him or her the directions for making a snowman. Each corrected the other's paragraph.

The teacher looked over the papers, writing comments about how they might be improved.

Skills:

The teacher talked to the class about sentence structure and discussed ways of starting each sentence differently.

Rewriting:

After the discussion, the children copied, on clean paper, their directions for making a snowman.

Submission:
Grades were given for the papers, based upon whether or not the corrections from the previous paper and the recommendations from class discussions had been utilized in the final, revised composition.

Grade Level: 3

Mode of Discourse: Exposition
Writing a Newspaper Article
about an Activity in School Life

Prewriting:
Primary School Open House scheduled each year in the fall provided the interest for the students who wished to explain to their parents their school life and activities. Students attend the evening event with their parents.

1. Several weeks prior to Open House, samples of newspapers were put on display for students to read. Various articles were read aloud to acquaint the students with the writing format.
2. Discussion was held concerning being a news reporter.
3. A name for the newspaper was selected--Primary Press.
4. Students listed newsworthy events and activities about school life they felt would interest their parents, i.e. Interest Centers, Third Grade Chorus, Logbooks, Snoopy Award, and Poetry Books.
5. Each student was designated a reporter and selected an article on which he or she wished to report.

Writing:
A first draft was written with the emphasis placed on reporting facts so someone who had not experienced the event would be informed by the article.

Skills:
1. Sequencing
2. Selecting details
3. Correct format and mechanics (neatness, margins, capitalization, punctuation, spelling, sentence structure)

Workshop:
Certain students set up "correction stations," where the articles were to be taken to be read, revised, and corrected. The articles were then submitted to the "Editor-In-Chief," the teacher, for final editing.

Rewriting:
Rewriting was done on "white" paper, after which the articles were posted on a large "bulletin board" area just outside the classroom entrance. The area was covered with newsprint, and headlines were made in bold print--PRIMARY PRESS. Each child's name was printed next to his or her article. Students could then also illustrate their articles.

At Open House the students acted as guides and read their articles to their parents.

Grade Level: 3

Mode of Discourse: Persuasion
Writing from a Sensory
Experience (Smell)

Stimulus:
Spice (e.g. oregano)

Prewriting:
1. List 5 senses.
2. Under each sense, list adjectives to describe the spice. Have the spice there to smell, taste, etc.

Writing:
1. Select 3 of the 5 senses to use in writing descriptive sentences.
2. Select the best one to use for an original slogan to promote the spice.

Workshop and Skills:
1. First partners, then teacher check for capital letters, spelling, neatness.

Rewriting:
After partner and teacher comments, rewrite slogan for final use on poster including:
a. spice
b. slogan
c. magazine picture of food using the spice

Grade Level: 3

Mode of Discourse: Poetry
Using Describing Words and
Rhyming Words to Write a Poem
about a Man from Mars

Prewriting:
1. Class discussion of UFO's, especially what the strange beings in them may look like.
2. List at least five "describing words" for a spaceman from Mars.
3. For each adjective, write as many "rhyming words" as possible.

Writing:
1. Using the words you have jotted down, write one line including a describing word at the end of the line. For the second line, use a word which rhymes with that adjective and put it at the end of your line. Continue until you have at least four lines to the poem, using the adjectives and rhyming words. Rhythm to each line was done with teacher guidance.

Skills:
1. Adjective awareness
2. Rhyming
3. Capitalization (first word in each line of a poem)
4. Interpretation of poems
5. Spelling

Pupils draw pictures to illustrate their poems.

Rewriting:
Rhymes, capital letters, and spelling errors were checked, and the papers were recopied.

Submission:
The poems and accompanying pictures were displayed on the class bulletin board. The following is an example of one of the poems.

Martian

A Martian was seen
Hanging on to a bean.
He was so fancy
His name to be Prancy.
He was skinny
And looked pretty tinny.

Grade Level: 4

Mode of Discourse: Description
Describing Feeling after
Listening to "Cloudburst"

Stimulus:
Recording of "Cloudburst" from Grof's Grand Canyon Suite.

Prewriting:
1. Have students sit in a semi-circle away from their desks. Do not tell the children the title of the selection. Tell them to jot down on scrap paper how the music makes them feel and what they can "see" happening.
2. After they listen to the music, discuss the mood and the "sights", probe for vivid descriptions. List their responses on the board.

Writing:
1. Review the responses on the chart and ask students to write a description of what they imagined while listening to the music. They should try to use words which will help the reader "see" their description.

Skills:
1. In a semicircle discuss what modifiers are and how they make a description more effective.
2. Have students exchange papers with a partner. The readers should mark two places where the writer might add a modifier. After the papers are returned, the writer should insert two modifiers in each spot and then select the better for inclusion in the final draft.

Workshop:
Have each writer read the description to a partner, making changes as he recognizes the need.

Rewriting:
Have each student rewrite the description as a final draft. Students should then proofread each other's works, making sure the mechanics are correct.

Grade Level: 4

Mode of Discourse: Description
Describing a Figure from
American History

Prewriting:

1. Discuss dress styles through the ages in America.
   a. Reasons for particular style
   b. Available material
   c. Accessories
2. Research a particular style and period.
3. Make a paper model.
4. Design an original outfit.
   a. Make a crayon drawing first
   b. Make a figure with actual material next

Writing:

1. List general parts of their figures' outfits.
2. Arrange a list of parts from head to toe as they appear on the model.
3. Under each article of clothing, list adjectives.
4. Write a rough draft description of your figure.

Skills Instruction:

1. Sentence combining
2. Sentence structure

Rewriting:

1. Children discuss sentences with a partner of their choice, looking for these elements:
   a. Spelling errors
   b. Sentence structure
   c. Descriptive words
2. Children rewrite their sentences.
3. They meet individually with the teacher to discuss the variety and correctness of the sentences.
4. Children rewrite the final drafts.
5. The teacher reads and reacts to the final drafts.

The following is an example of the descriptions:

Man in a Coonskin Hat

This man is wearing a coonskin hat on his head. His clothing is made of buckskin or deer skin. He made these clothes in the wilderness. Across his chest he has a double barrel musket which he uses for hunting and other uses. On his buckskin he has fringes across his chest and on his arms and legs. On his feet he has moccasins. The moccasins are fringed also. The moccasins are a deeper brown color.

Grade Level: 4

Mode of Discourse: Narration
Writing a Story from a Picture

Stimulus:

Picture of dog, man, and woman on sailboat. Man and woman are smiling. The sailboat is heeling. The weather is good. The dog is looking directly at the viewer. All are obviously enjoying themselves.

Prewriting:

1. On scrap paper or in your journal, write down words, phrases, or sentences that describe what happened before the instant of the picture.
2. Now write down what is happening right now in the picture.
3. Finally, jot down what will happen next in the picture.
4. Describe what you see in the picture. What do the man and woman look like? What is the dog doing? How do they feel? You may want to write down words like these: smiling, tipping, blowing, rushing, glowing.
5. Tell what the man, woman, and dog may be saying. An easy way to write what people say is like this:

Jane: Pretty soon we'll be at our secret island.
Chuck: Yes! And then we can start digging for buried treasure.
Shane: (the dog): Arf! Arf! (I can hardly wait!)

Writing:

Using the notes you have jotted down, write a story about the man, woman, and dog. Make it just as funny or mysterious as you wish. It's your story.

Workshop:

In pairs, read your first draft out loud or silently to each other. Choose one part you liked especially well. Choose another part where you wanted to know more. Check each paper for mechanical errors.

Rewriting:

On the basis of your partner's comments, rewrite your paper.

Submission:

Submit your final revised and edited draft to your teacher.

Grade Level: 4

Mode of Discourse: Narration
Writing an Autobiography from
Magazine Pictures

Prewriting:

1. Have students look through magazines and find pictures that represent what they think they are like, what they have done, or what they would like to do in the future. Each student should do this individually.
2. Then have the students put these pictures on a piece of construction paper and discuss the "collage" with a partner.

Writing:

Have each student write an autobiography based on the pictures in the collage.

Skills:

1. Write your own short autobiography. Be sure to include words in series, introductory subordinate clauses, etc. Leave out all the commas.
2. Hand out dittoed copies of this autobiography and read it aloud to the class. While you are reading it, students should insert commas where they hear a short pause.
3. Then review some of the "rules" for commas, such as with words in series, after an introductory group of words (or clauses) beginning with a word like "when," etc.
4. Ask students to re-read the composition, inserting commas at appropriate places.
5. Using an overhead transparency of the composition, go over it with the class, putting in commas as directed by the students and discussing them as necessary.

Workshop:

Have students work in pairs and read each other's autobiography. As they read, they should look for appropriate use of commas and sequence of ideas as well as general impression.

Rewriting:

Have each student rewrite the autobiography, revising it where necessary.

Grade Level: 4

Mode of Discourse: Exposition
Describing a Process (How To...)

Prewriting:

1. Display a gigantic sneaker with long laces.
2. Initiate a lively discussion based on "How do you tie a shoe?"
3. List steps on board, in order, allowing the order of the steps to be changed until most students are in agreement.
4. Have several students "test" list by using it to tie their shoe.

Writing:

1. Have students select a "process" they know how to carry out.
2. List steps in poster form.
3. Pair up students and have them evaluate each other's steps on the basis of sequence and clarity.
4. Discuss possible illustration for poster.

Skills:

1. Review "Command" as sentence type (imperative sentence).
2. Use review dittos with sequential items mixed up and have students number them in order.

Rewriting:

1. Student makes final illustrated poster.
2. Using the poster as a guide, have the student write the steps of his process in paragraph form.
3. Discuss paragraph with partner or teacher in regard to sequence, correct mechanics, and proper format.
4. Student writes and submits final draft to teacher for reaction.
5. (Optional) Poster may be used for oral presentation and demonstration.

Grade Level: 4

Mode of Discourse: Poetry
Writing Haiku from Film:
"Haiku"

Stimulus:

1. Bulletin board with Halloween Haiku poem.
2. Relate to poetry of David McCord and how his poems have rhythm.
3. Film: "Haiku".

Prewriting:

1. Discuss elements of Haiku - Use Halloween poem as elements are being discussed.
2. Give examples from other sources of Haiku.
3. Give each student 3 orange strips of paper. On one card state one Halloween subject, on the second card state 1 descriptive word and on the third card state where the subject is.

Writing:

1. Student chooses a subject of Halloween and writes a Haiku poem.
2. Stress that poem should have 5-7-5 syllable pattern.

Workshop:

Team up group with two partners - one weak on concept of Haiku and other who is strong. Tell partners what I will be checking for in final copy so that they know how to help each other. Give each student opportunity to change anything before the final copy is submitted.

Rewriting:

Student rewrites for submission. Student also may illustrate their final draft.

Grade Level: 5

Mode of Discourse: Narration
Writing a Story from a Film:
"The Daisy"

Prewriting:

1. Show Film, "The Daisy," asking students to pay particular attention to the story line.
2. After the film ask students to relate the story with questions such as:
   - 2.1 What happened in the beginning?
   - 2.2 What did the man look like?
   - 2.3 How did the man try to destroy the daisy?
   - 2.4 What happened to the man?
   - 2.5 What happened to the daisy?

Try to elicit as much detail as possible from the class and jot down notes from the discussion on the chalkboard.

Writing:

Ask students to write a rough draft of the story using lined "scrap" paper.

Skills - End marks:

1. Using sentences from the students' rough drafts, compose a short paragraph. Leave double spaces between each word and omit all periods and capital letters at beginnings of sentences.
2. Give students a copy of this story and ask them to insert periods and capital letters at appropriate places.
3. Read the story aloud, pausing for periods, and ask students to again insert periods and capitals where they hear long pauses.
4. Using an overhead transparency of the story, go over the story with the class as a whole, asking them to tell when to insert periods and capital letters. Discuss differences of opinion.

Ask students to go over their rough drafts and insert periods and capital letters in appropriate places.

Workshop: - Have students work in pairs.

1. Have each student read his/her story to the partner making changes when necessary.
2. Have each pair read and discuss both papers, concentrating on the story line and end marks.

Rewriting:

1. Have each student rewrite the rough draft as a final story, incorporating appropriate changes in the story.
2. Have the students re-read their stories to themselves, checking for mechanical errors.

Response:

As you read the students' papers, comment on detail, story line, and marks, and general effectiveness of the story. Do not assign grade, but try to give a constructive comment.

Grade Level: 5

Mode of Discourse: Narration
Writing Stories from Pictures

Stimulus:

Still pictures.

Prewriting:

1. Bulletin Board with pictures that could promote creative stories.
2. Discussion (oral) of the mood of the different pictures, description of characters and what might be happening with each.
3. In #2, encourage freedom of expression; freedom of letting ideas flow ...the dynamics of brain storming.
4. Select one picture with a person in it - and zero in on it. (e.g. one little girl in a kitchen baking)
5. List adjectives describing a scene.
6. Weave those adjectives into sentences, with class sharing, reshaping, rephrasing, etc. Do this until the class has formed description of the scene.

Writing:

Divide the class into groups - one for the setting, one for the character, and one for the plot. Although there will be overlap, have each group write a paragraph emphasizing one element.

Skill Instruction:

1. Work on a transition sentence to place that character in the scene: such as "Kneeling on a chair at that table" (table being mentioned in paragraph), or "in that kitchen on a low back chair", or "There on that chair perced six year old Ann"...making them see that these transitions are needed to connect the two paragraphs. When this transition is accomplished, weave the other adjectives into a paragraph.

2. This process can be used to develop the plot in paragraph three- (Use much discussion and voting to come to a common conclusion how the "story" will progress.)

Rewriting:

Have the groups or the class rewrite the paragraphs into one story.

Submission:

Read the story to the class and vote on a title.

Grade Level: 5 (PSEN)

Mode of Discourse: Exposition
Writing a Business Letter

Prewriting:

1. Discuss 6 parts of a business letter.
2. Have each student write his or her address and spell it correctly.
3. Have each student decide on a state and learn the spelling.
4. Have each student find capitol and then look up zip code.
5. Have each student put the six parts of a business letter on a sheet of paper in exactly the position it should be for their letter, skipping lines, etc.

Writing:

1. With my group (PSEN) we started together at the overhead with me doing the writing.
2. Then I assigned them to write a rough draft of their business letter to their state. Telling them to be sure to check on their sheet with the six parts of a business letter to be sure of lines skipped etc.

Workshop and Skills:

1. Work with a partner and check inside address and heading for capitals.
2. Check for skipped lines.
3. Check greeting and punctuation mark.
4. Check closing and punctuation (with my group checking the body was difficult so I did this with each student).

Rewriting:

1. Student rewrites own letter.
2. Checks with teacher about any questions.
3. Final draft checked by teacher with student.
4. Student address envelope exactly like inside address and then sealed and stamped to be mailed.

Grade Level: 5

Mode of Discourse: Poetry
Writing Poetry from a Collage

Prewriting:

1. Make a bulletin board collage of seasons/holidays and sports using pictures cut from magazines.
2. Introduce the poem form.
3. Discuss and list on the chalk board, nouns that deal with the subject of the poem.
4. Talk about words that give vivid descriptions, refer to the bulletin board for ideas.

Writing:

1. The students list, on scrap paper, their favorite words from the pre-writing activity.
2. Practice rough draft of poems experiementing with words that sound "right".
3. Write rough draft of poem in proper form.
4. The students are asked to write a poem consisting of five lines in the following manner:
   line 1---Noun---one word
   line 2---Words to describe the noun---two words
   line 3---Action words that remind you of the noun---three words
   line 4---Words to describe your action words---two words
   line 5---Synonym for the noun in line 1---one word.
5. Students experiement on scrap paper with illustrations to use with final copy of their poem.

Skills Instruction:

1. Review nouns, adjectives, adverbs and verbs using duplicated activity sheets and English workbook skills pages.
2. Study the use of a thesaurus using overhead transparencies from Millican Co. Reference skills packet.

Workshop:

Each student discusses his rough draft with one other student using a check list provided by the teacher.

Rewriting:

1. Students revise their own poem.
2. Students who wish may confer with the teacher.
3. Final draft is written and illustrated.
4. Teacher reads and writes reaction to the final project.

Grade Level: 6

Mode of Discourse: Description
Using Adjectives to Describe
Images from Film: "Pecos Bill"

Prewriting:

1. View film "Pecos Bill".
2. Discuss picture images that students remember from the film, the film-aker's use of adjectives, adverbials, and descriptive phrases.

Writing:
1. Together with students, make a list of all picture images they remember.
2. Students then choose images they feel they could work with and expand.

Skills Instruction:
1. Students list at least five adjectives or adjectival phrases to describe the images they've chosen.
2. Review use of adjectives. See film again to gain additional images and adjectives.

Workshop:
1. Exchange sentences with a partner to get reactions (both positive and negative) and to correct improper use of adjectives.
2. Do exercises with sentence combining, unrelated to the film.

Rewriting:
1. Rewrite adjective lists and expand them into sentences.
2. Do sentence combining with the sentences they wrote.

Workshop:
Exchange sentences with partner once again to check for mechanics and sentence structure.

3. Combine sentences into a paragraph(s), composed of one or two of their picture images (rough draft).

Workshop:
Exchange paragraphs for reactions and corrections.

4. Rewrite for final copy.

Grade Level: 6

Mode of Discourse: Description
Describing a Character

Prewriting:
1. Read Susy Clemens' description of her father, taken from selections in Mark Twain's Autobiography.
2. Discuss Mark Twain's personal traits as depicted by his thirteen year old daughter. Note her organization of main ideas and details.
3. Compare The World Book Encyclopedia article listing Twain's accomplishments to the character sketch written by his own daughter. Discuss similarities and differences.

Writing:
1. Student selects a person that he knows well enough for development of a character sketch.
2. Using a prepared topic outline, student fills in details about character.

Workshop Activity:
1. Students, working in pairs, use picture task cards (facial photos cut from newspapers and magazines) to list physical characteristics of person and develop these details into a descriptive paragraph.

2. Paragraphs are discussed and shared with other members of the class.

3. Student uses outline and details to write initial rough draft of character sketch.

Skill Practice:

1. Sentence combining activities using contrasting sentences and coordinating conjunctions.

She is a wonderful person. but
She has many faults.

2. Practice coordinating adjectives to make smoother sentences.

Ed often behaves foolishly, and he behaves thoughtlessly.
Ed often behaves foolishly and thoughtlessly.

Workshop:

1. Students work in pairs to share initial rough drafts and exchange ideas for revision.
2. Notations are made on initial draft.

Rewriting:

1. Student writes second rough draft, making all changes discussed during revision time.
2. Student meets with teacher to discuss mechnical errors and final revision.
3. Student writes final character sketch.

Submission:

1. Character sketch read and reacted to by teacher.

*Note: Many students also chose to submit pencil portraits along with their character sketches.

Grade Level: 6

Mode of Discourse: Description
Writing from a Short Story,
"Riders to the Earth"

Stimulus:

"Men of Mars," Riders to the Earth, pg. 128-136.

Prewriting:

1. Read the story, Riders on the Earth, "Men of Mars," pp. 128-136. aloud to the class.
2. Discuss the physical characteristics of the Martians.
3. Have students draw a picture of a Martian on scrap paper.

Writing:

Have students write descriptions of the Martians using their own pictures for reference. They should use scrap paper.

Workshop:

1. Have students exchange papers with partners. Each student should draw the picture of the Martian described in the exchanged description, using only the written description as a guide.
2. Have students compare the newly drawn picture with the original.
3. Have students discuss discrepancies between the two pictures with their partners and share ideas about how the written description could be improved to lead to more accurate depiction of the writing.

Rewriting:

1. Each student should rewrite the original description, incorporating the suggested changes.
2. Students should exchange papers again and draw pictures.
3. When the descriptions are accurate, have students submit their papers to the teacher.

Grade Level: 6

Mode of Discourse: Description
Writing a Description, Using the Senses

Prewriting:

1. Have students reach into a "mystery box" and feel several objects. Elicit adjectives and list on board (i.e., slippery, soft, or fluffy).
2. Spray several fragrances on slips of paper. Have students come up with another list of adjectives. (i.e., pine, floral, sweet, or pungent)
3. Listen to and note sounds in and around classroom.

Writing:

Have students insert nouns of their choice in each of the blanks of the following title and write a sensory description.

The_____ in _____

park	spring
woods	summer
lake	fall
playground	winter

Skills Instruction:

1. Use task cards or pictures to work further on descriptive adjectives.
2. Practice writing compound sentences using correct conjunctions.

Rewriting:

1. Have students select partners or have teacher select partners.
2. Have partners look for a variety of sensory images. (sight, smell, or feel)
3. Check for use of compound sentences.
4. Check for paragraph structure, capitals, commas, periods, etc.
5. Each student revises his own composition.
6. Students meet with teacher to discuss any further revision necessary.
7. Each student prepares a final draft and submits it to the teacher for written reaction.
8. Paragraphs may be shared with the rest of the class.

Grade Level: 6

Mode of Discourse: Description
Writing Description of
Imaginary Animals

Prewriting:

A. Stimulus: The children have been studying a unit on oceanography. (Level 15-Unit 3)

B. Discussion (Day 1)
I recalled Jacques Cousteau and his efforts to the children's minds and then had them pretend they were deep below the surface of the sea. Here they became the first to see a "Gollywook." This creature had been seen by each child who now had to describe this mysterious beast.

Writing:

(Day 1) Each student was asked to write a description of the beast. No one was to share his writing with anyone else. These descriptions were done on scrap paper.

Activity: (Day 2)

Each child handed in his writing and received the work of another. He then had to make a drawing of the creature as described in the writing. Complaints were voiced about the vagueness of the writing. These complaints were ignored with the rejoinder to "Do the best you can." Students added comments to their drawings to indicate areas of confusion. All work was handed in.

Workshop: (Day 3)

(On the board) We discussed the unclear parts of the drawings and ways of remedying these areas. The children decided the writers should specify color of the creature, the exact number of appendages and their location, the use of words to describe shape (pear-shaped, circular,square, etc.)

(Day 4) Each child had his writing returned with the drawing of it. Using the reaction to the picture, the writer decided where he lacked description and revised his work accordingly.

Sharing and Revision: (Day 5)

Each child was encouraged to share his work with someone else and to work on descriptive terms.

Rewriting: (Day 6-7)

The rough copy was rewritten into final form with an additional drawing if the author felt the first one was very inaccurate.

Approximate length of time: six(6) fifty(50) minute classes.

Grade Level: 6

Mode of Discourse: Description
Describing a Setting from a
Poster

Stimulus:

Poster "The Outlier" by Frederic Remington. Discussed Remington and the period in which he lived. Discussed the poster in general terms.

Prewriting:
Discussion of Setting. We defined setting as being the time and place of the poster. We listed 20 nouns dealing with time or place. These nouns had to deal with the poster. We then discussed adjectives and how they could be used with the nouns listed on the board.

Writing:
A. Each child chose ten words from the board and listed them on a sheet of paper. Then an adjective was chosen to describe each of the nouns listed.

Skill:
We reviewed sentences, beginning capitalization, and ending punctuation.

B. The two-word phrases that each child had listed were then written into sentences. Every sentence had to deal with the setting of the poster.

Limited Sharing:
Each child exchanged his paper with another student chosen by me. As a group we checked each sentence for beginning capitalization, ending punctuation, spelling, that each contained a two word phrase, and that each referred to the poster's setting.

C. We did a sentence combining activity using the ten sentences they had written. Then five of the sentences were earmarked for more work.

Skill:
We held a discussion on synonyms, particularly those dealing with color and size. As an example we listed synonyms for "blue" on the board.

Sharing:
Each child then rewrote his five sentences incorporating synonyms where possible. As a child came across a word he needed a synonym for he wrote it on the board. Any other child could list a synonym for that word on the board.

Skill:
We discussed paragraphing: its form and the logical sequence of the sentencing.

Rewriting:
The five sentences were written into paragraph form and rewriting was encouraged.

Skill:
Requirements for the final copy were discussed. We also went over the checklist which was going to be used for evaluation purposes.

Sharing:
Before writing the final copy, each child had to have two other students read and check his work for the areas mentioned on the checklist.

Final copy was written and submitted.

Submission:
The final copy, rough copies, all classwork, and sentence combinings were included in the folder for submission.

Grade Level: 6

Mode of Discourse: Narration
Writing a Researched Story
Legend

Stimulus:
Various filmstrips, cassettes and written stories of American folktale heroes.

Prewriting:
1. After viewing filmstrips, students describe setting of each to show importance of location.
2. Students given list of locations in United States. They choose one and do research on it looking for: 1) climate, 2) topography, 3) occupations, 4) clothing.
3. After viewing filmstrips, each student makes physical description chart of character.
4. Students fill out description chart of their own fictional character.
5. Students write event list explaining how character became a legend.

Writing:
1. Goal for project is a two paragraph story. Paragraph #1 describes the character physically. Paragraph #2 explains why character became a legend.
2. Throughout this process, paragraphs are checked by teacher and students.

Workshop:
With lower groups sharing is done by pairing students and going over personal checklist, one item at a time as group. (Checklist includes items such as sentence variety, verb tense, figures of speech, interest, and character description).

Rewriting:
Students rewrite narration, incorporating suggestions where appropriate.

Grade Level: 6

Mode of Discourse: Exposition
Explaining the Life Cycle in the Sea

Prewriting:
1. Have the children read "Microscopic Plants of the Sea" and "archys song" (Level 15 Riders on the Earth).
2. Discuss the life cycle as it is presented in both the story and the poem. Discuss the life cycle parts and how each affects the other.
3. Have each child draw a picture representing the life cycle of the sea on scrap paper. When each student feels he has included all of the parts of the cycle, he should redraw the life cycle on good paper and label and color it.

Writing:
Each child writes a paragraph describing his or her drawing, including all of the parts of the life cycle. This is done on scrap paper.

Skills Instruction:

Some students work and point out how repetitious beginning every sentence with the word "then" can be. List on the board words students think could replace the word "then."

Each child revises his or her work, checking for the repetitious use of any word.

Workshop:

Each child shares his or her revised copy with another student, checking for repetition and any glaring errors.

Rewriting:

Each student writes a final copy of his or her work on scrap paper working in final copy form. (Using margins, title, heading, etc.)

Each student writes his final copy on good paper in ink and cursive, using margins, title, and heading. Final copy must be clean and free of erasures.

Submission:

Final written copy and drawing are submitted to the teacher. The following is an example of one of the explanations:

The Life Cycle of the Sea
by
David Wooten

> The little puny fishey came out his hiding place and munched on the microscopic plant. And out of nowhere the big fishey came and gobbled up the little fish. Afterwards the large fishey gulped up the smaller fishy. And do you know what the huge fish delightfully swallowed the large fish. Out of nowhere came a boat and caught the huge fish and put him in a can and called him a "tuna-fish." The part of the fish that wasn't eaten was used for fertilizer. One day it rained and washed the fertilizer into the ocean. The fertilizer grew into a plant.

Approximate length of time--nine fifty-minute classes.

Grade Level: 6

Mode of Discourse: Persuasion
Writing a Travel Advertisement

Stimulus:

Travel Poster

Prewriting:

1. Discuss basic definition of persuasion and techniques used.
2. Use sample travel poster from text Responses and Scenes.
3. Introduce travel posters made by 7-8 art classes as stimuli.

Writing:

1. Student researches a country for background information.
2. Student lists twenty things to do, see, or visit in this country.
3. Student changes items on list to commands.
4. Student chooses best five commands.

5. Student refines commands.
6. Student writes commands in rough copy.
7. Student designs rough copy of travel poster for use with commands.

Workshop:
Student shares poster with teacher or other student to discuss mechanical errors and persuasive techniques.

Rewriting:
1. Student puts poster and commands together and revises.
2. Student makes and submits final copy.
3. Teacher reacts to final copy in writing.

Extention:
Student writes a radio announcement encouraging travel to country he made poster for earlier using persuasive techniques.

Grade Level: 6

Mode of Discourse: Poetry
Writing Haiku from Pictures

Prewriting:
Discussion:
Read and discuss "Haiku" pp. 234-235 (Level 15-Unit 3)
Discuss elements of haiku:
three lines
seventeen syllables (5-7-5)
usual reference to nature
non-rhyme scheme
simply illustrated

Writing:
Each child chose a topic dealing with the sea and composed a haiku for it. Each haiku was illustrated. First copies were done on scrap paper.

Workshop activity:
The students worked in small groups (3 per group)
Working in pairs the students shared their works with each other. First, they just read their poems aloud to each other. Then they looked at each other's poem to check the structure and the image.

Rewriting:
After sharing and revising their works, the students rewrote their haikus on the pictures they had previously drawn for the haiku.

Grade Level: 7

Mode of Discourse: Description
Writing from a Picture on a Task Card

Prewriting:

1. Discuss basic definition of description and techniques involved in writing one.
2. Use sample descriptions by Richard Wright.
3. Introduce pictured task cards for writing.
4. Student lists details from pictured task card.
5. Student changes details to images.
6. Student refines image list.
7. Student practices spontaneous rough drafts in class (subjects supplied by teacher).

Writing:

Student writes rough draft in paragraph form.

Skills Instruction:

1. Discussion of guidelines for organization.
2. Review of passive vs. active verbs.
3. Discussion of use of dictionary and thesaurus.
4. Sentence combining activities.
5. Definition of image.

Workshop Activities:

1. Each student discusses his writing with another student he feels comfortable with.
2. Discussion of trust relative to sharing.
3. Each student discusses his writing with another student he feels uncomfortable with.
4. Students read compositions in class and present the best in the group to the class with defense.
5. Students engage in "back pounding" (relaxing--trust exercise)

Rewriting:

1. Each student revises his own composition.
2. Each student meets with the teacher to discuss mechanical problems and final revisions.
3. Each student prepares his final draft.
4. Each student submits his final draft to the teacher.
5. Teacher reads and reacts in writing to the final draft.

Grade Level: 7

Mode of Discourse: Narration
Writing a Planned Story Step-by-Step

Prewriting:

1. Review fiction with emphasis upon elements and their relationship.
2. Review brief narrative form - contrast with full-length narrative.
3. Study and discuss slide to be used as stimulus.

Writing:

1. Information gathering (planning)
   a. Gather details for setting.
   b. Determine conflict for story; summarize in paragraph form.
   c. Determine protoganist or central character; develop physical and personality traits.
   d. Outline an event sequence.
2. Review development techniques.
3. Develop information into rough draft.

Skills Instruction:

Have students select at least five words describing the character and modify them to reflect more accurately the character's personality. The original and modified words and phrases should be listed on the bottom of the page.

Workshop:

1. With the introduction of each skill, students will share papers with others for criticism.

Rewriting:

1. Students prepare final drafts for submission, incorporating skills covered during course of project work.

Grade Level: 7

Mode of Discourse: Narration
Writing from Music and Reading (Sounder)

Prewriting:

1. Discuss the definition and techniques commonly associated with brief narrative. (Concentrate on the differences between "Brief Narrative" and "Short Story.")
2. Read samples from Sounder "Dark They Were And Golden-Eyed," Black Boy, "The Birthday Party," and "Justice For All."
3. Listen to tape recording of music that might suggest a mood or idea for a narrative.

Writing:

1. Write down ideas about what would happen in the narrative suggested to the student by each piece of music.
2. Discuss the meaning and purpose of "Event Sequence."
3. Outline an event sequence for one of the ideas inspired by the music.
4. Write down some ideas about possible characters in each narrative. Discuss ideas with the class.
5. Discuss the purpose of description in narrative.
6. Develop events by adding description.
7. Combine events, characters and description into rough draft.

Skills Instruction:

1. Review paragraph organization, chronological order and spatial order.
2. Discuss conscious direction of focus by the writer through subject choice and subordination of ideas.

3. Do exercise in class to practice shift of focus.
4. Review function of description in narrative.
5. Discuss "Setting boundaries" regarding time in narrative.
6. Do exercise to practice developing ideas and events.
7. Discuss "working for a single effect" in a narrative.
8. Return to examples to recognize the ideas discussed above.

Workshop:

1. Each student reads another's work and offers constructive criticism of it to that student.
2. Students present their work to the group, asking for suggestions or help if desired with regard to specifics.
3. THE TEACHER DOES HIS OWN ASSIGNMENT AND PRESENTS IT TO THE CLASS FOR CRITICISM.

Rewriting:

1. Each student has an opportunity to meet with the teacher about specific problems or improvements.
2. Each student revises his or her product taking special care to consciously direct the focus of each sentence, include adequate description and organize paragraphs properly.
3. Students prepare and submit their final drafts for reactions.

Grade Level: 7

Mode of Discourse: Persuasion
Writing from Dramatic Situation
(Trial)

Stimuli:

Role playing, advertisements, discussion of A Modest Proposal (adapted version)

Prewriting:

1. Pose and discuss general question "Are we persuaded through everyday actions? In What ways?"
2. Conduct a mock trial. Ask volunteers to role play the following situation: "You are trying to convince another person to shoplift an inexpensive item."
3. Discuss the arguments used. How did the individual try to convince the other? What other arguments might he have used?
4. Show a magazine advertisement and discuss the techniques used to persuade its audience. List some on the board.
5. Read adaptation of A Modest Proposal and discuss persuasive technique used.

Writing:

Allow students to select one of the following tasks:

1. Write a composition in which you attempt to convince someone to do something against the law.
2. Write an advertisement for a specific magazine. Be prepared to discuss persuasive techniques.

Skill Instruction:

1. Write a brief paragraph in which you (the teacher) try to persuade someone to do something. Be sure to include statements which do not focus on the topic. Hand out copies of this paragraph and discuss limiting the topic. You may also want to discuss some of the persuasive techniques used.
2. Show filmstrip "Art of Persuasion" and discuss general techniques of persuation.

Workshop:

Have students work in pairs, reading each others works. Have them use the attached checklist as a basis for discussion.

Rewriting:

1. Have each student rewrite the work, incorporating new ideas and suggestions when appropriate.
2. Have students proofread their works for mechanical errors.

Submission:

1. Collect students' work and rough drafts.
2. Accept only those which show effort and ability according to the individual.

Grade Level: 7

Mode of Discourse: Poetry
Writing from a Poem "The Rising of the Moon"

Prewriting:

1. Students read "The Rising of the Moon" by John Keegan Casey as example.
2. Students read "Ol' Lem" by Paul Vessey as example.
3. Students read peer creations of narrative poems as example.
4. Discuss common forms of narrative poems.
5. Discuss limiting topics in narrative poems.
6. Discuss description or images versus narration in narrative poetry.

Writing:

1. Student fills in blank lines in sample narrative poem.
2. Students discuss and write down ideas for setting (time, place) of poem. Stress one's experience as foundation.
3. Student composes brief event sequence of poem.
4. Student writes rough draft(s) for poem.

Skills:

1. Discussion of rhyme and meter in narrative poetry. Do related exercise using examples from prewriting.
2. Discussion of poetic license and consistency with regard to character and appropriateness relative to setting.
3. Discussion of use of methaphor, personification, etc., in narrative poetry as opposed to their use in lyric poetry.
4. Discuss parallel structure in poetry.
5. Discuss "set-up" of poem on the page and how to judge where stanzas should be separated.
6. Discuss punctuation of poem.

Workshop Activities:

1. Students bread into groups of 4 to 5 students and present their rough drafts to others.
2. Students revise their rough drafts with suggestions from other group members.
3. Each group decides upon one poem (rough draft) to be presented to the class by a student other than the author for cirticism.
4. Class offers criticism of presented poems.
5. Students use checklist of techniques and skills to determine areas of particular strength or weakness in poem rough draft. A peer gives "quality rating" for each skill or technique.

Rewriting:

1. Using skills discussion and peer criticism, student makes final content revisions.
2. Students correct mechanical errors using classroom resources.
3. Students write final copies, present them to the class orally and submit final written copies to the teacher for evaluation.

Grade Level: 8

Mode of Discourse: Description
Writing from a Prose Selection:
"The White Table"

Prewriting:

A) 1. Students read "The White Table" selection from The Invisible Man in Writing Incredibly Short Plays, Poems and Stories.
2. Volunteer re-reads selection aloud.
3. Text questions provide stimulus for discussion of content, word choice, and sensory detail.
4. Details from #3 above are listed on board.

B) 1. 10-12 'situation/mood' suggestions are made by class members. (ex: tension and fear - an auto accident)
2. Students list significant details pertinent to given situations.
3. Students write brief (50 word limit) descriptions, combining details to create single impression.

Writing:

1. Students list details pertinent to autobiographical situation of great emotional impact.
2. Students change details to images.
3. Students write rough draft combining images to convey physical action, sensory detail, and atmosphere.

Skills Instruction:

1. During prewriting activities A and B above, students define:
   a. image
   b. mood
   c. connotation and denotation
2. Discussion and exercises on use of Thesaurus.

Workshop:

1. Discussion of 'Guidelines for Criticism'.
2. Working in pairs, students read and discuss one another's work.

Rewriting:

1. Teacher reads rough draft and comments on mechanical errors and possible revisions.
2. Students prepare final draft.
3. Submission of final draft.
4. Teacher reaction.

Grade Level: 8

Mode of Discourse: Narration
Writing from a Film: "Rock in the Road"

Prewriting:

1. Perception exercise to initiate discussion and make them more aware of details.
   a. Show still picture for five seconds to entire group, asking them to note details.
   b. Have them jot down what they saw.
   c. Have students recite what they wrote, comparing lists.
   d. Show picture again, asking for additions to list.
2. Show Film: Rock in the Road.
3. Ask students to retell the story, jotting down their comments on the overhead projector as they give them. Leave space between ideas to insert details later.
4. Ask for details, e.g. color of man, sequence of events, sound, etc. The sequence and type of questions will depend on what has been given by the students previously.

Writing:

1. Leaving notes on screen, ask students to write the story.
2. Collect the stories at the end of class.
3. Show film again, asking students to review the story in their minds and to look for any mistake that might be there.

Skills Instruction: (Commas and Periods)

1. Hand out copies of a story and ask students to insert commas and periods in appropriate places.
2. Show the story on an overhead projector and read it aloud, emphasizing the pauses slightly. Ask students to again insert commas and periods in appropriate places.
3. Read the story again. This time ask students to indicate where you should place the commas and periods on the overhead transparency. Discuss differences of opinion.

Workshop:

1. Divide the class into pairs and have students read their own compositions aloud to each other. If the Reader does not believe it sounds right, he/she should make appropriate changes.
2. Have the pairs of student go over each other's compositions, concentrating on commas and periods.

Rewriting:
1. Have students rewrite their compositions and submit to teacher.

Evaluation:
1. The final composition will be read for content and usage errors. The grade will be "acceptable" or "not acceptable," depending on revisions, corrections, and student's ability.

Grade Level: 9

Mode of Discourse: Description
Describing a Building

Prewriting:
Review Spelling Demons.
Work on use of troublesome words.
Lesson on irrelevance.
Exercise on sentence combining.
Class discussion on Unity in paragraph.
Class decision on specific topic - Buildings.
Illustrations, slides and overlays of various buildings.
List of words on board relevant to impression of structures.

Prewriting Assignment:
Careful observation of specific building.
Statement of general impression.
List of substantiative details.

Writing:
Evaluation of topic statements and details.
Read and discuss overlays of both professional and student models.
Write first draft of paragraph.

Workshop:
Organize into groups of four.
Student "A" checks each paper for spelling.
Student "B" checks each paper for capitalization, punctuation, margins, indentation.
Student "C" checks for irrelevancy.
Student "D" checks for accuracy and maturity in sentence structure.
Group evaluated originality and validity of content.

Rewriting:
Second draft is written and re-evaluated.

Final Copy:
Best composition within each group is mimeographed for entire class.
Chosen compositions are judged by class.
The best composition is put on overlay to be used as model.

Grade Level: 9

Mode of Discourse: Description
Writing a Character Description
from Contents in a Wallet

Stimulus:
Contents of wallet (e.g. license, etc.)

Prewriting:
1. Divide the class into small groups. Give each student the contents of a wallet with the following directions: "An unidentified person has been missing for several days. The wallet you have was found on the beach where the person was seen last. Describe what the person is like using the contents of wallet for clues. Was the person a man or a woman? Did he or she have a car? Did the person drive? Where did the person live? Was the person married?" (make up your own questions depending on the class) Each group should have different contents (e.g. driver's license, credit card, money, identification card(s), pictures, notes, keys, etc.)
2. Have each group list the characterisitcs they came up with either to the teacher or into a tape recorder.
3. Ask each group to describe the character. List the descriptions on board or newsprint.

Writing:
Ask the students in each group to write a description of their missing person.

Workshop and Skills:
Discuss the descriptions with each group and re-examine the contents of the wallet. Try to add more characteristics and modifiers. Check for capitalization and end marks.

Rewriting:
Ask the students to rewrite the descriptions with the revisions.

Submission:
Have the groups trade papers and spread contents of the different wallets out and ask the different groups to match descriptions with contents.

Grade Level: 10

Mode of Discourse: Narration
Writing a Story from Reading
"The Verger"

Prewriting:
Read "The Verger" - Somerset Maugham.
a. list vocabulary words beforehand
b. find definitions and discuss
Discuss characteristics of literature as related to story.
a. opening situation
b. setting
c. conflict
d. steps of plot
e. characterization
f. climax

Have students read aloud selections from story that illustrate above.
Review vocabulary.
Hand out ditto with suggested story openings for ideas.
Do not have to use.
Assign a narrative.
a. fiction
b. remind of characteristics of literature discussed.

Writing:
Rough draft.

Skills:
Sentence combining using O'Hare's Sentencecraft - first unit.
Worksheet on review of some common errors.
a. less-fewer
b. comma splice, fused sentence and sentence fragment.
Review own rough draft with Marking Guide and emphasized skills in mind.

Workshop:
Use Marking Guide.
Each editor signs name on rough copy.
Editors are reminded that more than ten errors on a paper they check will reflect on their grades.
a. first editor
(1) I recommend Listening editing, but most don't use it.
(2) I read some sentence errors, etc. aloud, anonymously, to cover Listening.
b. second editor - reads and makes notations in margins of paper.

Rewriting:
Considering editor's suggestions and notations.

Submission:
All copies are submitted, rough, edited and revised, with final copy on top and stapled.
Teacher comments are written on paper.
a. no grade is given
b. take common errors, including spelling, and use in Skills.
Student should work on three papers in a ten week span.
Student will make a choice from three papers, revise and improve, and turn in for Final Copy for Composition Grade.

Grade Level: 10

Mode of Discourse: Narration
Writing Internal Dialogue from Point of View of Character from Story (e.g. Fortunato from "The Cask of Amontillado")

Prewriting:
Students read Edgar Allan Poe's "The Cask of Amontillado" as a homework assignment. In class on the following day, the story is discussed with special attention given to the setting and the mood of the story. It is important that the students thoroughly understand the events and the characters in the story.

The next step is to "set the scene." The teacher puts down the blinds and turns out the lights and asks the students to imagine what it must be like to be so suddenly thrown into a niche in a cold, dark catacomb, chained there by someone always thought of as a friend, walled up, and left to die.

Discussion is held on how this person must feel and what thoughts must be running through his head at that time. (e.g., There you are, cold, terrified, and totally alone in the crushing darkness...)

Writing:

Students are asked to write a composition in which they imagine themselves to be Fortunato, chained and left to die. They are to pick up the action as Montressor leaves and write their thoughts as they wait for death. This means, of course, that they must write in the first person and in the present tense. Stressed is the idea that it must sound as though these are the actual thoughts of a person in this position.

Students are reminded that they are supposed to be Fortunato, not themselves, and therefore should avoid modern slang and attempt to preserve Poe's language as nearly as is possible.

Workshop:

Students "workshop", that is read their papers to each other and have other students read their papers to themselves.

Students make suggestions and correct errors found in each other's papers. The teacher looks at and makes suggestions for papers if requested to do so.

Rewriting:

Once a student has written and shared, he rewrites his paper, making corrections and incorporating those suggestions considered by him to be valid.

Submitting:

Papers are then submitted to teacher for a grade.

Grade Level: 10

Mode of Discourse: Narration
Writing a Short Story from a Slide

Prewriting:

1. Review terms fiction, non-fiction, setting, conflict, characterization, plot, climax, and resolution, which have been used all year in the study of and writing about literature.
2. Study a slide showing a boy jumping from a diving board into a deserted quarry.

Writing:

Write a first draft story of your version of what happens in the picture.

Rewriting:

1. In teams of two, read each other's compositions and make comments in the margin.
2. Student and teacher conference about composition. Teacher makes recommendations for improvement.
3. Students rewrite corrected compositions.

Submission:
Students hand in revised and edited compositions.

Grade Level: 10

Mode of Discourse: Narration
Writing a Friendly Letter from Point of View of Character from Crane's "The Bride Comes to Yellow Sky"

Prewriting:
1. Students take parts and read in class television play adapted from Stephen Crane's "The Bride Comes to Yellow Sky". Discussion is held on plot, characterization, theme, and setting. Special attention is paid to why certain characters react and behave as they do and what differing points of view of the same situation are held by different characters.
2. Discussion is then held on the types of people who might be found in this Western town who are not mentioned in the play. (e.g. school teacher, owner of the general store, doctor, etc.) The possiblities are listed on the board as they are suggested.
3. One or two characters from this list are selected and discussion is held on what this person looks like and what his character and personality traits might be. The result is a character sketch of this made-up person.
4. Given this sketch, discussion is then held on how that person, as a member of the town, might have reacted to the situation presented in the play and what his opinions would be concerning the main characters and their actions.
5. The students are asked to write a character sketch of another person in town, choosing from the list on the board if desired.

Writing:
1. Students are asked to pretend they are the person in their character sketch and to write a friendly letter to someone in another town, relating the day's incidents and reacting to them in a manner appropriate to that person's personality. Students are told to make an attempt to characterize who they are as thoroughly as possible through their reactions to this event and to the characters involved. (e.g. a prissy schoolteacher may be shocked, appalled and indignant; a small boy, excited and impressed, etc.) Students are encouraged to preserve the dialect used in the play if it is appropriate to their character.

Skills Instruction:
1. Friendly letter form
2. Writing description
3. Writing narration
4. Correct format and mechanics (neatness, capitalization, spelling, punctuation, grammar, and usage)

Workshop:
Students are asked to read their rough draft to one student who will give comments and suggestions, then give the paper to a third student who will read for errors and also give comments and suggestions. Papers may also be brought to the teacher to read.

Rewriting:
On the basis of comments and suggestions given by other students and the teacher, the student composes a final draft of his letter.

Grade Level: 10

Mode of Discourse: Exposition
Writing Extended Definition of
"Friend" or "Friendship"

Prewriting:

Read "Stopover at Queretaro" - non-fiction.

a. list vocabulary beforehand, including "exposition."
b. find definitions and discuss.

Discuss story.

a. who
b. what
c. where
d. why
e. main idea

Have students find and read aloud sections which illustrate above.
Review vocabulary.

Writing:

Assign Expository Composition.

a. Write a composition in which you explain to your readers what you think is meant by the word "friend" or "friendship".

b. Write an introduction (beginning), development (middle), and conclusion (end).

(1) Give a definition of the word and discuss it.

(2) Give three examples from the story which illustrate acts of a friend or friendship.

(3) Give three examples from your knowledge or personal life which demonstrate the terms.

(4) Write a conclusion to your complete composition.

Skills:

(Use Composition through Literature B, American Book, 1967 as much as class can tolerate. Retention is short.)

Examples and Comparisons) Appeal to Senses)	page 150
Appeal to authority)	
Writing a definition	page 151
Organization	page 152
Words that describe	pp. 153-154
Time order	pp. 160-162

Revise and improve own rough draft with Skill information and Writing Error List.

Workshop:

First editing partner

a. use Writing Error List
b. each editor sign rough copy
c. editors are reminded they must edit carefully or be penalized.

Recommend sharing with second editor.

a. most share only once
b. slower student tires of work on same composition sooner.

Rewriting:

For submission to teacher.

Submission:

All copies must be turned in with neat ink copy as first sheet, and including rough draft, and edited copy for comparison.

Teacher makes comments on paper, but withholds grade in hopes student is interested in improving.

Be willing to evaluate any number of copies if copies are kept for comparison, and effort is made to improve.

Read sections of papers anonymously to work on Listening skills.

List common errors and spelling for next worksheet.

Grade Level: 11

Mode of Discourse: Description
Describing a Memorable Place
after Reading "You've Got to
Learn"

Prewriting:

1. Discussion of ideas in the story, "You've Got To Learn" in Adventures for Americans.

2. Students are asked to find descriptive passages and discuss what makes them successful.

a. The following sentence was chosen by the students and written on the board:

> "The afternoon was growing late when he crossed the top of the hill and saw the farm in the little valley below, the big barn and the sprawling house among the willows, the file of ducks moving up from the stream shining white in the lowering sun, the cows coming in, and his father walking slowly between the house and the barn." (p. 125)

b. Students read the sentence and because they were familiar with the principles of sentence combining were asked to reduce the sentence to its "kernel" form.

c. Several students were asked to write their "kernel" sentences on the board.

d. The class agreed that the kernel for this sentence is:
He crossed the hill and saw the farm.

e. It was determined that all of the other words in the sentence were descriptive.

f. As a class, we looked at each descriptive phrase or word and decided what its purpose was in the sentence.

> Example: "The afternoon was growing late..." Purpose: to establish the time of day (afternoon) and more specifically, when in the afternoon (late) this incident occurred.
> Each phrase was analyzed in this fashion.

g. Students were asked to conclude the purpose of descriptive words and pharses and determine what they add to a kernel sentence.

Skills Instruction:

Identification and use of adjectives, adverbs, prepositional phrases, and participle phrases.

Writing:

1. Students were asked to choose a memorable place and write a description of it.
2. Students wrote answers to the following to make them think of the place in a descriptive way:
   a. Name of the place.
   b. What does it look like? When you are there what do you see?
   c. Does this place have any particular smell associated with it?
   d. What things do you hear when you are in this place?
   e. What are some things you could feel there? What do they feel like?
   f. Are there certain tastes you would associate with this place? What are they?
   g. What are your emotional reactions to this place? Do you like it, hate it, feel indifferent, relaxed, tense, happy, sad, etc.? Why?
   h. Reread what you've written. Try to picture the place you're describing. Have you covered everything the reader needs to know to get a clear picture?
3. Exchange papers with someone in class.
4. React to his or her description, answering these questions:
   a. Can you see what is being described? If not, what is missing?
   b. What descriptive words and phrases could be changed or added to improve the description?
5. Observe this place if you can and jot down details you might have missed.
6. Using notes and suggestions from other students, rewrite your notes into a paragraph.

Rewriting:

1. Proofread your paragraph, making sure you wrote in complete sentences and including details you feel will give a clear picture of your place.
2. Teacher reads for content and errors, noting particularly the use of descriptive words and phrases.
3. Papers returned to students for rewriting and for final submission for grade.

Grade Level: 11

Mode of Discourse: Description
Describing the "House of Usher"

Stimulus:

Read "The Fall of the House of Usher" p. 109c in United States in Literature.

Prewriting:

Discuss the story so all students understand the total effect Poe created and how description helps to develop that effect.

Discuss description of House of Usher in first and second paragraphs.

What mood was Poe trying to create?

What connotative words does he use to create this mood?

a. List student responses on board. (dull, dark, oppressive, bleak, vacant, rank, decayed, iciness, gloom, etc.)

b. Discuss connotations of these words and how they help in creating mood.

What one word could you use to describe your overall impression of the house?

What do sounds of words have to do with mood?

a. Example: Poe uses many "d" words; dull, dark, decayed, etc. Heavy, oppressive sound.

Write a paragraph describing the House of Usher in your own words. Try to express exactly what you see in your mind based on Poe's description.

Read (orally) these descriptions. Class will comment on effectiveness of descriptions.

Is the same mood that Poe used captured in these descriptions?

If so, how did the person develop it?

If not, what is missing? What mood is conveyed, if any?

How are description and mood inextricably linked?

Distribute examples of mood descriptions on ditto. Class reads descriptions and discusses.

Which paragraph expresses a definite mood? Why? How does it convey its mood?

Why is the second example not a mood piece? What does it lack?

a. The afternoon was somber and quiet except for the faint sound of falling raindrops on scattered asphalt puddles. It had been raining for eight days and there was no promise of sunshine. The paper birches on the knoll stood bare and bleak-rooted against the grey sky, and as the rain soaked into the vast surroundings of trees and ground, their simple beauty seemed accented in their starkness. On the knoll a garden lay stripped and worn. It seemed like years since summer.

b. Drawing back the curtains, I found a white, steaming wall of fog leaning against an outer window pane. It was dawn, but the sun appeared only sporadically, ducking behind clouds then suddenly leaping into view, a gleaming white dime enveloped in the mist. It blinked, and after a final hopeless flutter, slipped out of sight in the swirling whiteness.

Writing:

Write a description of a place with which you are very familiar. Write two versions of your description:

An objective description of what the place looks like.

A description of the same place including a mood (mystery, loneliness, fear, horror, gaiety, tension, peace, cheer, etc.)

Picture the place in your mind. Write down its name. Write down adjectives you would use to describe it. What sense impressions would help in your description.

Workshop:

Students must exchange their papers with at least two others in the class. On each description, students should have comments written by two other students.

Skills:

What should you be looking for as you read others' descriptions? Student responses, guided by teacher.

Content

a. Does the person succeed in describing the place objectively and then establishing a mood? If not, make suggestions.

b. Is the description vivid? Can you picture what the place looks like? If not, make suggestions.

Technique

a. Are all words spelled correctly?

b. Is paragraph puncturated correctly?
c. Are all sentences complete sentences?

Rewriting:
Students will rewrite a description of a place including a mood, incorporating student and teacher suggestions for improvement.

Submission:
Students submit a final rewritten description.

Evaluation:
Teacher reads through descriptions, checking to see if assignment has been fulfilled and for grammatical and technical errors. Teacher makes suggestions for change and improvement.

Teacher returns papers and students are asked to keep papers for rewriting later in the semester.

When students are asked to choose one of their assignments for a grade, teacher will go over ditto sheets on writing concisely.

Grade Level: 11

Mode of Discourse: Narration
Writing a Short Story from News Story

Objectives:
The students will be able to identify the plot, setting, characters, and theme of a short story and write a short story of their own.

Prewriting:
The class will read and discuss six short stories chosen from their literature anthology.

They also will choose one short story from their supplementary text and write their own test questions on the story. The types of questions and the subject matter of the questions will be specified. They will deal with plot, setting, characters, theme, conflict, literary devices, point of view, spelling, and vocabulary.

The students will read pp. 139-144 of English On the Job which gives several pointers on writing short stories and includes a good example of a short story written by a high school student. The students will be questioned on their reading.

The teacher will read the first paragraphs of several short stories and ask the students to identify what kinds of information the reader is given at the very beginning of the story. For example, what do we know so far about setting? Do we begin to know anything about the characters? Is any action being foreshadowed? How does the author get your attention right away? What do you think this story will be about? (Since someone in the class will have already read each story, he can tell the rest of the class if they are on the right track as far as guessing the plot is concerned.)

The class will sift through newspapers to find articles which the students could use as a basis for writing their own short stories.

The class will discuss why some articles would make better stories than others.

Writing:
The students will write drafts of their stories and exchange papers to correct one another's errors.

Skills:
The students will do a group of sentence combinations titled the "Table." The teacher will collect the combinations, mark which ones are wrong, return them to the students, and have the students do them over as many times as it takes to get them all right.

The students will do an exercise in which they have to supply active colorful verbs in five sentences. For example, the football team _____ down the field. Supply five verbs which will fit in this blank and don't use "ran."

Rewriting:
The students will rewrite their stories taking the comments of their classmates into consideration.

Submitting:
The students will hand in their stories for the teacher to grade and comment upon.

Additional Skills:
The student will be handed back his paper and asked to rewrite each awkward, incomplete, or run-on sentence. The teacher will check the rewritten sentences.

Grade Level: 11

Mode of Discourse: Persuasion
Persuading Why or Why Not "The Devil and Tom Walker" is a Valuable Piece of Literature in Light of Faulkner's Nobel Acceptance Speech

Objectives:
The students will be able to evaluate the worth of a short story on the basis of the criteria set forth by William Faulkner in his Nobel Acceptance Speech. They will develop an opinion of the message of the short story and substantiate their opinion with references to the story.

Prewriting:
The students will read Faulkner's speech. Since the speech is very short, but difficult to assimilate, the students will be given time to read it to themselves a couple of times before it is read aloud and interpreted line by line with the entire class.

The class will look up all difficult words in the dictionary and add them to their vocabulary list only after trying to get at the meanings through context clues.

The students will summarize the speech.

The students will read "The Devil and Tom Walker" by Washington Irving.

The story will be discussed in terms of style of Irving, theme of the story, character development, plot, and point of view.

Large group discussion will be held concerning student opinions on the value of the story.

Writing:
The students will write a rough draft: In light of Faulkner's speech is "The Devil and Tom Walker" a valuable piece of literature? Why?

Skills:
The class will practice freewriting for several days previous to this assignment in an effort to begin getting thoughts down on paper with greater ease. The students will begin to realize that they don't need to know what they want to say before they begin to write. Writing will help them organize their thoughts so they know what it is they want to say.

The teacher will review with the class the introduction, body, and conclusion of a composition.

The class will receive considerable practice with the dictionary since the vocabulary in the speech and the story is a little difficult.

Workshop:
The students will exchange papers and help one another improve the logic and the mechanics of their papers.

Rewriting:
The students will rewrite their compositions taking the comments of their classmates into consideration.

Submitting:
The students will hand in their papers for the teacher to evaluate and comment upon.

Grade Level: 11

Mode of Discourse: Persuasion
Writing a Persuasive Essay for or against Using Huckleberry Finn in the Classroom

Prewriting:
1. The class reads and discusses the novel The Adventures of Huckleberry Finn by Mark Twain.
2. The students key in on the role of Jim in the novel. They are asked such questions as the following: How is Jim referred to? What is Huck's relationship with Jim at the beginning of the story? How does it change? What incidents in the book give us clues to Jim's character? How do you feel about Jim as an individual?
3. After discussion, the students are given the following assignment: During the 1950's the National Association for the Advancement of Colored People asked that Huck Finn be deleted from public school reading lists, believing that its inclusion of offensive terms and prejudiced attitudes toward Blacks make it undesirable for young people. Do you agree or disagree with the reasons for their request? Why?
4. Plan a persuasive essay. Use examples from the book. Include a thesis statement, introduction, a three paragraph body, and concluding paragraph. You may use library sources to support your opinion. Use footnotes and bibliography.

Writing:
The students begin jotting down ideas and writing a draft.

Skills Instruction:

1. Students read and discuss the section in Warriner's Handbook on the essay of opinion. The class discusses supporting generalizations by giving evidence, drawing logical conclusions, and avoiding confusion by making irrelevant points.

2. The students work in pairs, reading each other's papers for clarity of thesis statement, logical development of argument, appropriate conclusion, lack of mechanical and spelling errors.

3. The students review proper footnote and bibliography form.

Rewriting:

1. The students write a final draft in which they incorporate suggestions from classmates and from skill instruction.

2. The teacher presents a lesson on common errors the students make on papers. Errors on footnotes and bibliography must be corrected and checked by the teacher.

3. The teacher evaluates the students' papers.

Grade Level: 12

Mode of Discourse: Exposition
Writing a Research Paper

Prewriting:

The research paper is assigned about mid semester. This is to give the student the opportunity to cover content which could be the stimulus for his research paper. In English Literature I, the Anglo-Saxon Period and Medieval Period were explained.

The research paper was assigned and an extensive introduction on the rationale of the paper was given. This rationale was two-fold.

To investigate a subject in depth.

To learn the mechanics of putting together a respectable research paper, especially the use of footnotes and a bibliography.

The student's first encounter with writing dealt in preparing a thesis statement or introduction paragraph. The student had to establish what he was going to do with what.

As a class, we "brainstormed" for suggestions of topics. This, perhaps, is the most difficult part of any writing assignment. Once topics were identified and checked by the teacher for feasibility, the next step was to acquaint the student with the resources available.

Skills Instruction:

The librarian presented the research skills to be used in the library. She covered the card catalogue file, Readers' Guide, and the location of reference books.

The students secured books pertinent to their areas. A regular schedule of library periods were devoted to English in Action pages 172-181 "Preparing a Research Paper.

Skills such as "narrowing your subject, finding material and listing your sources, taking notes, organizing your material, writing your first draft, revising your first draft, writing your footnotes, preparing your bibliography and preparing your final draft" were studied.

The students were also given "Some Points on Bibliographic Form" and "Footnote Form" on ditto sheets taken from the Drake Memorial Library State University College at Brockport, N.Y. These sheets were read over and discussed.

Writing:

Most writing was to be done in students' time.

The time alotted for this project was about five weeks.

After assigning the paper the students were expected to continue working on their own. Classtime alotted to this project was supervised study halls and two periods a week for classroom instruction a general problems arising as they worked on the paper.

Once the student developed a topic which could be researched, most problems involved the fine points of footnoting and bibliography.

Two weeks before the assignment was due the instructor assigned each student to have a page or two to be completed with footnotes and a partial bibliography.

Workshop:

The student examined the rough draft, reading over the content and offering suggestions on readibility.

Rewriting:

It is highly recommended that the student type the final draft.

Also, at this time, the necessity of doing each footnote and bibliography entry correctly was emphasized.

Grade Level: 12

Mode of Discourse: Description
Writing a Description of a Person, Based Upon Chaucer's Descriptions of the Canterbury Pilgrims

Prewriting:

Read aloud, in class, the Prologue. After each reading discuss a) the physical appearance of each pilgrim b) his or her personality c) compare the job title with how the person described is pursuing his or her assigned job d) conclude Chaucer's opinion of each pilgrim e) examine the words which make Chaucer's (and yours) opinion obvious. (i.e. words which describe, denote actions, etc.)

Conclude physical and personality highlights and Chaucer's admiration or dislike of the pilgrim.

Planning:

It is generally agreed that Chaucer did a fine job of describing the Pilgrims. Review his technique. Write a descriptive work about someone you know, i.e. the Teacher, the Administrator, etc. List possibilities on the board solicited from the class.

Skills Instruction:

Review Chaucer's techniques

a. use of words and/or figures of speech to portray physical appearance
b. actions that confirm or deny the typical performance of duties
c. phrases used to form an opinion

Re-examine one description the class enjoyed and not the above i.e. "The Monk".

Sentence Combining-A contract has been implemented. Using Strong's Sentence Combining, the students will work on combining during their free time. For the first 10 weeks they are to complete 38 combinations for an A and so on.

Writing:
The students are aware that they must submit a "rough draft" that has been read, criticized, marked up, etc. by a fellow student along with the final draft. Therefore, they write their first draft, revise, share, and rewrite.

Submission:
After the students have "roughed out" their drafts, re-written, shared, and re-written again, they submit them to the teacher. The teacher then comments on them further but gives them no grade.

Evaluation:
Holistically. There are general comments overall and on problem areas which repeatedly appear in the paper. Students will keep a collection of their writings in a folder. For the sake of a writing grade, the student will submit after it is rewritten, his or her best written work for a ten week grade.

Grade Level: 12

Mode of Discourse: Narration
Writing from Assigned Topic

Prewriting:
Read the novel Frankenstein, by Mary Shelley.
Read the novel The Time Machine, by H.G. Wells.
Read the novel Fahrenheit 451, by Ray Bradbury.
Ask questions relating to Farenheit 451 such as:
How did book burning come about?
What type of people live in this society?
What theme does this novel deal with?
What types of games do people play?
Why is the suicide rate so high?
What are the implications of a bookless society?
Have students make up discussion questions, relating to their reading assignments to use in a classroom discussion.

Planning:
Through numerous class discussions the students began to name many other crises that our society is facing, e.g. moral degeneration. This discussion lead to the possibilities of the future in the year 2077.
Review social implications of the novel.
Review other warnings:
moral degeneration
technological takeover
energy warning
World War III

Writing:
Have students write a narrative paper on one of the following:
moral degeneration
technological takeover
energy warning
World War III
My time machine trip to 2077
Allow one class period for students to write "rough drafts".

Workshop:
Give one class period to allow students to work in groups of two's, checking each other's papers.

Skills Instruction:
While checking each other's papers, look for errors in the following categories:

Spelling
Punctuation
Sentence structure
Content
Areas for improvement.

Have all "rough drafts" signed by proofreaders.

Rewriting:
Set aside one day for students to rewrite their papers, making all necessary revisions.
Have students hand in their final copies along with their signed "rough drafts".

Evaluation:
Make general comments but no grades on papers.
Each student must keep a folder with a record of his writings in it.
Students are to take one of their writings, make all revisions, and submit it for their second grade.

Grade Level: 12

Mode of Discourse: Exposition
Writing a Satire, Using as Models The Rape of the Lock and Gulliver's Travels

Prewriting:
1. Read The Rape of the Lock by Alexander Pope and an excerpt from Gulliver's Travels.
2. Discuss The Rape of the Lock as a satirical piece. Bring up main points such as these:
   a. This was based on a true story about a quarrel between two families which threatened to become a feud, all over a severed lock of hair.
   b. Pope treats his subject in grand style to make it appear all the more ridiculous and absurd.
3. Break the student into four groups. In these groups they will discuss 65 assigned lines in detail. Each group will talk about the satirical points within the section they have gone over. Then this discussion will be shared with the rest of the class.
4. Discuss the two levels of meaning in Gulliver's Travels.
   a. Written as a children's story dealing with pygmies, giants, strange adventure and fantasy.
   b. Written to satirize everything from the king to all mankind, Gulliver's Travels pokes fun at human vanities. In the specific section we will be reading, the pretentions of English politicans and the royal court are made ridiculous by reduction to a minute scale.

5. We will discuss the examples of satire in Gulliver's Travels.

a. In Lilliput, politicians were not always educated, but if they performed well they were elected (politicians were often selected on account of who they knew, etc., and not on what they could do).

b. The badges awarded in Lilliput for those who could go over or under a stick held by the emperor (satirizing the political award system), etc.

Writing:

Write a one to two page satirical story on any subject which you deem ridiculous, unfair, or absurd.

Skills Instruction:

Discussion of what writing a satire entails.

a. Satire or irony means to expose something wrong or ridiculous. Examples the students migh be aware of would be found in Mad magazine, the National Lampoon, and the Doonesbury comics.

b. Take the point of view of someone unfamiliar to the subject being satirized. Some good topics might be rules of the school, administrators, passes or coaches.

Rewriting:

1. One period will be set aside so the students can re-read their papers and objectively examine them. They will also get into pairs to read and correct one another's papers. The students can aid one another with constructive criticism on creativity and organization.

2. The students will incorporate these suggestions and rewrite their papers.

Submission:

The students will submit their final papers to the teacher who will comment on each paper and give each one a letter grade, noting the following:

a. Creativity and originality
b. Satirical approach (whether they followed directions or not)
c. Use of language and formal standard usage

Grade Level: 12

Mode of Discourse: Exposition
Writing an Expository Essay on a Topic Taken from Shelley's Frankenstein

Prewriting:

Read the novel Frankenstein, by Mary Shelley.

Ask questions relating to the novel such as:

What does the monster in Frankenstein represent?
What are the social implications of the creation of such a monster?
Who is really evil; society or the monster?
Do we ever create evils that we cannot control?

Have students make up discussion questions relating to their reading assignments to use in a classroom discussion.

Planning:

After we finished reading Frankenstein, we agreed that there were many underlying themes in the novel.

We reviewed the social implications of the novel.

We reviewed evils in society today.

We reviewed the moral themes in Frankenstein.

Sentence Combining contract was in progress all throughout the reading of Frankenstein. Using Strong's Sentence Combining, the students were allowed to work on sentence combining during their free time. If, during the first ten weeks, they completed 38 combinations, they will receive an A and so on.

Writing:

Have students write an expository paper dealing with one of the themes discussed in class.

Give one class period to have students compose a "rough draft."

Set aside one class period to have students work in groups of two's, editing each other's papers.

Skills Instruction:

While checking each other's papers, have students look for errors in the following categories:

- Spelling
- Punctuation
- Sentence structure
- Content
- Areas for improvement

Have all "rough drafts" signed by proofreaders.

Workshop:

Set aside one day for students to revise their papers.

Rewriting:

Have students hand in their final copies along with their signed "rough drafts."

The teacher then makes comments on the papers but places no grade on them.

Evaluation:

Make general comments but no grades on papers.

Each student must keep a folder with a record of his writings.

Students are to take one of their writings, make all revisions, and submit it for a ten week writing grade.

Grade Level: 12

Mode of Discourse: Exposition

Writing a Literary Research Paper, Comparing and Contrasting Two Related Pieces of Literature, The Book of Job and MacLeish's Play, J.B.

Stimulus:

Read The Book of Job and J.B. by Archibald MacLeish.

Prewriting:

Discuss Job and J.B., drawing comparisons between the two pieces of literature.

Style technique
Content

Topics distributed-teacher complied (Generally, comparison and contrast papers, e.g. Biblical creation with James Weldon Johnson's "The Creation").

Review of Research Paper

Distribute copies of ditto-MLA Style Sheet on footnote and bibliographic form.

Discuss outlining, note-taking.

Discuss use of primary and secondary sources.

Distribute ditto-Writing the First Draft taken from Monograph I published by NYSEC-1969.

Skills:

End notes and bibliography-emphasize exact form from MLA.

Writing:

Write a two to three page paper on your topic, drawing comparisons and contrasts and using specific examples to support what you say. Use your two primary sources and at least one secondary source. Include end notes and bibliography.

Workshop:

Students hand in a first draft to be corrected by teacher. Suggestions are made on organization and use of examples; footnotes and bibliography are corrected and discussed.

Skills:

Use of direct quotations.

Students learn how and when to use quotation marks in their papers.

Rewriting:

Students rewrite and revise first draft, incorporating suggestions for improvement.

Evaluation:

Letter grade based on:

Ability to draw comparisons and show contrasts.
Ability to write concisely, citing specific examples.
Ability to organize thoughts in a logical manner.
Ability to use correct English usage and write complete sentences.
Ability to use MLA footnote and bibliographic form.

Grade Level: 12

Mode of Discourse: Persuasion
Writing a Persuasive Letter to Company Complaining about a Product

Prewriting:

Discussion of advertising in general and of what advertisers try to make

people believe about their products (that a certain toothpaste will increase sex appeal.) Definitions of ten basic categories into which ads fall are given, e.g. 1. ordinary guy 2. superstar 3. expert testimony 4. glamor identification 5. snob appeal 6. American tradition 7. firm reputation 8. back to nature 9. broad comparison 10. newly improved. Students give examples from ads they have seen and examples from the board.

Students go through magazines and find examples of each of the ten advertising categories. Students mount these examples on construction paper and make bulletin boards.

Discussion is held of personal experiences with advertised products. Do advertisers tell the truth about their products? Do products usually live up to advertising expectations? Personal experiences of the students are drawn out and discussed.

Writing:

Students are asked to write a business letter to a company complaining of a product they had actually bought and used and which did not live up to expectations. Proper business letter form is reviewed. These elements were to be considered in the letters. 1. The brand name of the product about which they are writing. 2. What claim the advertiser made about the product. 3. What went wrong when the student used the product. 4. What the student wishes the company to do about the situation. It is stressed that the students should be polite but firm in their complaints.

Workshop:

Students are told that these letters will be actually sent to the companies. Therefore, before a final copy can be accepted, it must be perfect; that is, there must be no grammatical nor spelling errors, and the content must be clear and well organized. Students share their letters with each other to correct errors and strengthen the content.

Students also bring their letters to the teacher for corrections, suggestions, and explanation of errors.

Rewriting:

Letters are revised and rewritten until the instructor signifies final approval by initialing the rough draft. Letters are then copied onto business letter stationery.

Submitting:

Letters are sent to companies.